

## **History Curriculum Statement**

### **2020 - 2021**

#### **Intent**

At Alverton, we aim to provide a high-quality history education that gives pupils a coherent knowledge and understanding of Britain's past as well as that of the wider world. In line with the National Curriculum of 2014, we intend to inspire pupils' curiosity about the past and to help them develop the learner dispositions and skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We intend our pupils to gain an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Finally, we strive to enrich our history provision by making full use of the resources within the immediate and wider local area, enabling children to develop a deep understanding of the unique history of our own locality.

Following our return to school in September 2020, we have needed to respond to the enforced absence due to the Covid-19 pandemic. Initial assessments have identified priority pupils and we have timetabled additional Basic Skills sessions to allow us to focus on our identified priorities, as well as increasing the focus on "gaps" during lessons. We are focusing particularly on key skills in Reading, Writing and Maths as well as a whole-school priority of children's mental health and wellbeing.

#### **Implementation**

Our history curriculum has been planned and mapped to ensure children develop a broad, chronological understanding of British history from the Stone Age to the present. They are taught to draw comparisons between different time periods and make connections between British history and the history of the wider world, such as the ancient civilisations of Egypt and Greece. Cross-curricular outcomes in history are specifically planned for, with strong links between the history curriculum and other areas of learning to further deepen learning. The rich history of our local area is fully utilised, with opportunities for learning outside the classroom at local sites embedded in our practice. History at Alverton is taught as part of our cross-curricular project-based learning. One or more of our termly topics in every school phase each year is history-themed. Working together, teachers identify the key knowledge, concepts and skills required to ensure progression across topics and through each phase in the school. This information is communicated in timelines and 'knowledge organisers' produced for each topic. The school is a member of the History Association and the schemes of work, resources and CPD opportunities provided by this organisation are promoted by the subject leader to ensure high-quality, knowledge-rich, history provision throughout the school.

In the EYFS, historical enquiry is encouraged through children talking about their own lives and experiences and those of people who are important to them. Children are keen to share their own interests and experiences through topics such as Transport and Journeys where "Now" and 'Then' can be explored.

Following Covid-19, we have added Basic Skills sessions to our timetables. This has necessitated a small reduction in the time spent on foundation subjects but we have ensured that all children will still access a broad curriculum and have used opportunities to incorporate History in, for example, reading sessions and writing opportunities.

### **Impact**

Our project-based learning focuses on high-quality, authentic and memorable outcomes for each topic - usually a product, service or performance for the wider school and local community. In recent years, these have included Key Stage 1 performing 'A Medieval Nativity' as part of their Castles topic, Lower Key Stage 2 producing replica stamps when learning about the Victorians and an Upper Key Stage 2 recreation of a Roman Town complete with baths, forums and basilicas. The Key Stage 2 'Night at the Museum' event focused on the learning about Ancient Egypt across the whole key stage and was attended by over two hundred parents, friends and family members; they enjoyed activities from a recreation of the Weighing of the Heart ceremony to a demonstration of how a shaduf worked to sampling Ancient Egyptian foods or speaking to live exhibits. Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis placed on the use of timelines, analytical thinking and questioning helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.