

History Curriculum Statement

2021 - 2022

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 Covid-19, some 'gaps' in learning have inevitably appeared for some children in discrete areas of the curriculum. The assessment of prior learning will therefore be prioritised at the start of each unit to allow any gaps to be identified and filled.

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 1066 and beyond. Our provision begins in the EYFS, where historical enquiry is encouraged through children talking about their own lives and experiences and those of people who are important to them. Through Key Stages 1 and 2, children are progressively 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. History at Alverton is taught a discipline in its own right but it is also embedded into our cross-curricular topic-based learning as we believe that the strong links between the history curriculum and other areas of learning help to deepen and enrich historical understanding. The history of our local area is also fully utilised, with opportunities for learning outside the classroom at local sites embedded in our practice. Working together, teachers identify the key knowledge, concepts, skills and historical sources 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 unit. 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. Our curriculum is fully inclusive and we ensure all children have the same entitlement to a broad curriculum by making adaptations where needed.

Impact

Our learning in history is sharply focused on the key knowledge, vocabulary and concepts that we want children to understand and a range of strategies are employed to ensure that learning in history is embedded. Equally important however, is the progressive development of the children's skills and understanding of the process of historical enquiry, especially their ability to evaluate different historical sources (how we know what we know and how sure we can be?) We believe that by the time they leave Alverton, children should be ready to progress to the Key Stage 3 curriculum with: (i) a chronologically secure understanding of British history and the key events and people that shaped our nation, (ii) an appreciation of the ancient civilisations of the world, and (iii) an understanding of how and where our fascinating local history 'fits' into the bigger national and international context.