



This statement, and our History intent and curriculum, has been developed by our subject leader for History in discussion with our teaching staff team and our Teaching, Learning and Standards Governors Committee.

This curriculum statement should be read alongside

- our school vision statement
- our Teaching, Learning and Assessment Policy and our Policy on Marking and Feedback to Children
- our published curriculum overview
- our 'curriculum pack' for History, which includes details of the agreed curriculum for History at Christ Church, including our skills and content progression documents

Intent of our Christ Church History Curriculum

Our history curriculum covers all areas of the national curriculum and comprises three key areas:

- learning about an historical period of time
- exploration of key concepts
- development of historical skills

Learning about an historical period of time

Children in Reception and Year One learn about changes within living memory through topics which are of interest to them and that show changes in national life. In year two, children build on this learning by looking at events beyond living memory, including significant events and people.

In Key Stage Two, the children begin with Ancient Civilisations, with Ancient Egypt becoming a more in depth study. This allows the children to gain a good grasp of different types of sources. The children then proceed to move through British history, exploring a chronological narrative from the earliest times whilst building their knowledge of how Britain has been shaped and influenced. Some of the topics have been placed in particular year groups so that interleaved learning can occur.

Exploration of key concepts

We recognise that key concepts can be powerful tools for developing thinking and understanding when delivering the History National Curriculum. Children examine the key concepts of continuity and change; cause and consequence; similarity and difference and significant people and events. These concepts provide a focus for lessons and opportunities for deeper learning. As the children revisit these concepts year on year through different topics, their understanding of the concepts deepen and they are able to contrast and compare, forge links and generalise, analyse and question.

Development of historical skills

When exploring the key concepts and the historical time periods, the children are inquisitively and progressively developing their historical enquiry skills through the use of sources of evidence. This will lead to them developing the use of historical terms and their chronological understanding as they seek to interpret the past.

Aims of History within the Primary National Curriculum

The National Curriculum for History aims to ensure that all pupils

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristics of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contracts, analyses trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-and long-term timescales

(National Curriculum 2013)

The Curriculum

All pupils are taught the content and skills as set out in the Early Years Foundation Stage (EYFS) document (in particular the Knowledge and Understanding of the World area of learning) and then the programmes of study in the National Curriculum.

Our History 'curriculum pack' includes

- our content progression document, setting out why we have selected particular history topics to teach in each year group and how these build on each other
- our skills progression document, detailing specific skills to be taught from Reception to Year 6 in the following areas:
 - chronological knowledge and understanding
 - historical terms
 - historical enquiry – using evidence and communicating ideas
 - using historical sources
 - interpretations of history
- overview plans for each history topic taught showing how the content and skills link together through a sequence of lessons
- our school 'big picture' timeline showing how our history topics build and link chronologically

Additional information specific to History

Resources, teaching and continuing professional development

The school holds and purchases a wide range of history resources, including artefacts and non-fiction books.

History across the school is planned and taught by class teachers.

The History Subject leader attends appropriate training and/or networks for the subject area. Training is then shared with other staff through staff meetings and team teaching. The school is also a member of the professional association for history.

Teaching History in the first half of the year

Our History curriculum is delivered over the first half of the academic year to enable children to be immersed in one area of study. It provides children with better opportunities to recall learning and make links between concepts, knowledge and skills. For SEN and disadvantaged children, this proves to be effective in providing an equitable experience as the learning is not spaced too far apart and therefore makes learning and remembering easier and more successful. In organising the history curriculum like this, curriculum enrichment opportunities also become more relevant, meaningful and more purposeful; children are able to transfer knowledge from trips and visits quickly to their work in the classroom and vice versa. Continuing professional development can also be focused in this part of the year and therefore has a greater impact, as do sharing opportunities, such as when children share their history learning with the rest of the school in their class assemblies.

Key historical skills, such as interpreting sources, data or timelines and using artefacts, are used in other subject areas throughout the year in order to ensure children recall and use these skills over the other half of the school year.

Enrichment: Wider Opportunities

The school provides a range of wider opportunities to enrich the History curriculum provided in the classroom, for example:

- trips to supplement classroom learning (recent trips have included to the British Museum, Museum of London, Museum of Childhood, Burgh House)
- drama workshops to supplement history learning provided by Bigfoot drama agency
- cross-curricular opportunities where learning in history is linked to learning in other curriculum areas

Review

This statement will be reviewed by the school's History Subject Leader every three years to ensure that it is a reflection of current best practice.