

Primary National Curriculum for History 2014

“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand 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.”

History Curriculum Statement:

We believe that History is an exciting and engaging part of our school’s curriculum and that ‘a high-quality history education will help our pupils gain a coherent knowledge and understanding about Britain’s past and that of the wider world’.

At St Francis, we promote the learning of History through cross-curricular activities and an enrichment programme of visits, visitors and workshops, designed to awaken and inspire our pupils’ inquisitiveness about the past.

Through the study of History, pupils at St Francis will also develop the key skills of enquiring and posing questions, thinking critically, considering evidence and evaluating arguments. We hope that these skills will support pupils to reflect on the constant process of historical change and the diverse nature of societies and relationships, equipping them as global citizens to face the challenges of their lifetime.

Our Curriculum Intent for History:

With these aspirations, our intent for the History curriculum is:

- For children to gain a coherent knowledge and understanding of Britain’s past and that of the wider world.
- To provide opportunities that stimulate children’s curiosity to know more about the past.
- For children to appreciate history in a chronological context.
- For children to be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To begin to understand 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.
- To develop the use of historical language and enrich their vocabulary to support their understanding of the world in the past.

Children in the Foundation Stage are taught the historical elements of the Foundation Stage document through the Early Years Curriculum: Understanding the World.

Our Curriculum Implementation for History:

At St Francis, teachers bring the history curriculum to life and engage children through a range of exciting topics and a variety of stimuli, including key texts, studies of the local area, historical artefacts and events, theatre workshops and school trips. As a staff, we maintain strong links to the National Curriculum and incorporate an enquiry-based approach to children’s learning about key historical events and people.

We develop our Medium Term Plans drawing on historical themes in the termly topics, making links with other subjects wherever possible, including: Art, Science, RE, English and Geography. Links are made to termly topics and other curriculum subjects where appropriate. Long-term plans identify individual historical units taught across the year group phases. A planned progression of skills built into the history curriculum, means that the children are increasingly challenged as they move through the school.

Children's work is celebrated through high quality displays and assemblies. The local area is also fully utilised to achieve the desired outcomes.

Our Curriculum Impact for History:

Through high quality teaching of History we will see the impact of the subject in different ways:

- At St Francis pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary.
- Pupil voice also demonstrates that pupils enjoy History and able to recall their learning over time.
- Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.
- The school environment will be history rich through displays, resources, vocabulary etc.