

Subject Area -History

Rational Overview –

What does this subject look like at Chancel Primary School?

The effective teaching of History has the potential to fire pupils' curiosity and enthusiasm to learn about the past within their local communities, throughout Britain and the wider world. We access the history scheme from Grammarsaurus to support the delivery of history.

High-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching will 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 stimulates pupils' interest and understanding about the life of people who lived in the past; to understand how events in the past have influenced our lives today; to investigate these past events and, by so doing, develop skills of enquiry, analysis, interpretation and problem solving.

At Chancel Primary School, History is taught weekly in Years 1 – 6 in alternative half terms; covering a wide range of topics and significant people.

Pupils' experiences in History extend beyond the classroom. Visits to the local area and Museums, such as Sudbury Hall, all help to enrich pupils' enthusiasm for History and develop their knowledge and understanding.

Intent (overarching aims) –

What skills do we wish our pupils to acquire?

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 civilisations; the expansion and dissolution of empires; characteristic features 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 contrasts, analyse 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.

In the Early Years pupils are most concerned with the present but, by the end of this phase, they start to consider the immediate future and immediate past.

During Key Stage 1 pupils begin to consider events from deeper into the past and consider how the past influences the present, what societies were like, how these societies were organised and what beliefs and cultures influenced their actions. By the End of Key Stage 1 pupils will have developed a chronological framework to give context for their knowledge of significant events and people.

During Key Stage 2 pupils encounter a wider, more diverse range of human experiences, and understand more about themselves as individuals and members of society.

Links are made with other relevant curriculum areas to help provide a more holistic view of themselves and their world.