



History Curriculum Rationale

History Intent

At Glusburn Community Primary School, we believe that knowledge rich History lessons will inspire all children to develop a sense of curiosity about the past, as well as a desire to embrace a variety of activities and experiences across a range of History topics.

"The more you know about the past, the better prepared you are for the future."
Theodore Roosevelt

How is the History curriculum implemented?

History shares its place within humanities alongside Geography. Following the Long Term Plan, History is taught in all year groups in the Autumn and Summer terms. Blocking allows children sufficient time to become fluent in their knowledge, and recalls will ensure this is embedded in their long term memory: sequenced History lessons deepens children's knowledge and allows them to fully investigate places and their features before moving them on to new content.

Children have opportunities to investigate and interpret the past; understand chronology; communicate historically and build an overview of local history, Britain's past and that of the wider world.

In KS1 and KS2 History lessons are planned and sequenced so that new knowledge and skills build on what has been taught before, ensuring that there is chronology in History and enabling children to communicate their knowledge fluently with a mastery of knowledge and understanding of people, events and contexts. Each topic in KS1 and KS2 begins with an enquiry question such as 'How did early man survive and adapt from The Stone Age to The Iron Age?' followed by a sequence of lessons focussing on historical vocabulary, concepts and knowledge, enabling children to develop answers to the overall enquiry questions by the end of each unit. Children communicate their ideas in a variety of ways and make cross curricular links with subjects such as art, PSHE, geography and English through reading and comprehension activities.

School trips to places of historical interest include: Eden Camp, Cliffe Castle Museum and Glusburn Institute, which bring learning to life enabling children to embed prior learning and inspire them to develop new lines of enquiry. The introduction of historical artefact boxes within some lessons also enables children to explore a variety of historical sources, promoting curiosity, discussion and debate about lives in the past.

How is History enabled in the Early Years?

In Early Years, History is taught through the **Specific** area of **Understanding the World: Past & Present as well as People, Culture & Communities** and is enabled through for example: providing activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other; providing ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing, writing and storytelling provide opportunities for children to talk about past and present events in their own lives and in the lives of family members.

How does the History curriculum reflect our school's values and ethos?

As a rights respecting school, all children are encouraged to think, reflect, discuss, debate and evaluate historical events in order to support their learning; to think as historians; and to develop their empathy and global citizenship. History and its impact on our lives today is often reflected upon within significant events throughout the year, such as Remembrance Day, where all children, including EYFS, take part in Remembrance services at school and at local cenotaphs embedding our school value of respect.

UNCRC ARTICLE 29: Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

UNCRC ARTICLE 30: A child from minority group has the right to enjoy their own culture, practise their own religion and use their own language.

How does the History curriculum impact on children's cultural capital and in becoming well rounded citizens?

Through a variety of topics and experiences, children learn to reflect on our local History, the History of Britain and the wider world, and develop an appreciation about how these events have impacted on our lives today. In KS2 children learn about the events of and sacrifices made during WW2 and we hope that this will enable them to develop a sense of empathy and responsibility to learn from the past, and positively impact on their own future decision making.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory.

Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.