



Huntley C of E Primary School

History Curriculum

School Vision

Nurtured individuals, learning together with God's love, to live life to the full.

Core Values

Respect, Perseverance and Courage.

Living Values

Creativity, Wisdom, Compassion, Truthfulness, Generosity, Responsibility, Friendship, service, Justice, Peace, Thankfulness, Forgiveness.

History Curriculum Statement of Intent

Our understanding of the world and everything in existence continues to change and grow with every generation. At Huntley C of E Primary School, we endeavour to inspire and excite the historians of tomorrow, nurturing their understanding of the past and developing their ability to question and explain how civilizations and historic events have shaped the cultures of our world today.

Children will have opportunities to empathise with people from the past and support them in understanding how historical decisions have been made and the we consider how we can learn from the past to inform the present and future. We want our children to be able to consider what it was like to live in different periods and what motivated the people then.

The curriculum is planned to develop their understanding of chronology and learn about different periods or aspects of 'being a historian'. Children will develop their skills of enquiry, investigation, analysis, evaluation and presentation and will learn the associated vocabulary to be able to share their ideas.

We want to ensure that our children have an understanding of aspects of local, British and world history. Where appropriate topics are to the local area but we also explore key areas of British history and that of other countries and cultures further afield.

Trips, visits and visitors are at the heart of our teaching to allow children to understand the past through first hand experiences.

Implementation

Teachers use *the National Curriculum* (2014) as a starting point to plan exciting and engaging lessons to develop an enjoyment and interest in history. At Huntley, History is taught in classes (EYFS/Y1, Y2/Y3, Y4/Y5 and Y6) during topic lessons through a rolling programme. This ensures good coverage of topics and progression in skills, knowledge and understanding. The key skills of questioning, chronological understanding, identifying themes, use of a range of sources and development of a progressive vocabulary are developed through a range of teaching styles. The rolling programme uses a thematic approach to cover different periods of history or aspects of 'being a historian'.

Alongside theoretical lessons in the classroom where a range of sources and artefacts are used, we make use of trips, visits and visitors to enable the children to have first-hand experiences. The children are encouraged to research the topic

being covered at home and share their knowledge with their peers through discussions and presentations to the class.

The school holds a central bank of teachers' resource books and artefacts. We regularly utilise Cheltenham Museum's takeaway service to enhance resources. Children are encouraged to use these and taught to treat them with respect. The children are given the opportunity to study people of different cultures from the past and learn about their contribution to society.

Impact

Our curriculum has been designed to support and guide our pupils through their historical education in a hands-on, engaging and memorable way. By the end of Key Stage 2, our pupils will:

- have an appreciation of history and its contribution and influence on and to modern life
- be curious, interested and inspired to find out more about the world and life before they were born
- be able to use a range of correct historical vocabulary to share their understanding of the past
- have had opportunities to investigate and interpret the past, understand chronology and build an overview of Britain's past as well as that of the wider world
- have an understanding of society and their place within it, so that they develop a sense of their cultural heritage
- have developed their skills of enquiry, investigation, analysis, evaluation and presentation
- be able to consider what it was like to live in different periods and what motivated the people then
- understand that people interpret the past differently and use different ways to present their ideas
- be able to make thoughtful use of a variety of sources to find out about the past