

Curriculum Statement for History

“Learning about the past: people’s lives and events and how these impact on our lives.”

“Those who fail to learn from History are doomed to repeat it.”

(Sir Winston Churchill)

Aims and Objectives

History embodies one of the highest forms of critical thinking and prepares children for the wider world. A high-quality History education should engage and inspire children to develop an interest in the past and to improve their understanding of cause and consequence in order to understand the world we live in today. At Cherry Tree, History develops the children’s chronological understanding, questioning and enquiry skills. It also supports children in their understanding of the diversity of society and the process of change. We want our children to enjoy and love learning about History, not just through experiences in the classroom, but also by taking part in educational trips and experience days. In order to prepare pupils for their future learning in History, we aim to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Visions and Values

Our History curriculum is underpinned by the visions and values of our school. When deciding on the way in which we teach our curriculum, we have considered the levels of emotional and intellectual understanding of our children as a whole and have placed our units of study according to where we believe the children will gain the most from them. Through teaching the subject in this way, we believe that our children can gain a more holistic view of past events, allowing them to deepen their understanding of actions which have shaped our world and lives. In the Early Years (Nursery and Reception), History is included within Understanding of the World. The Early Years Curriculum: History (2021) Framework states, ‘Understanding the world involves guiding children to make sense of their physical world and their community.’ Children will further develop their awareness of the past in Key Stage 1 and will know where people and events fit chronologically. This will support children in building a ‘mental timeline’ which they can refer to throughout their learning in Key Stage 2 and identifying connections, contrasts and trends over time. In Key Stage 2, areas of British history are taught chronologically and units on world history are studied.

Teaching and Learning

At Cherry Tree, we use Kapow as a guide to support the teaching and learning of History across the school. Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of a historical enquiry. In

each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied. Our children are encouraged to embrace their learning opportunities and become fully immersed in their History learning which is achieved by organising activities and trips linked to their themes e.g. Year 4 visiting the Ancient Egyptian galleries at the British Museum. This permits children to combine all aspects of their learning in order to gain a more complete view of events in the past.

By the time our children finish their primary education in History, they will be equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. Pupils will have knowledge and understanding of the history of Britain - how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world – and history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind. Pupils will also have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.

Assessment and Recording

In EYFS observations, achievements and progress are recorded on Tapestry. Across the rest of the school History learning is recorded in history books, which continue with the children throughout the key stage. Learning is often presented in a variety of ways, with activities including comparing and contrasting evidence and accounts of the past, inferring from sources and engagement with historical materials.

Pupils' progress and attainment can be constantly monitored through both formative and summative assessment opportunities. Teachers create opportunities in lessons to assess pupils against the 'learning to' statements. Furthermore, each unit has a skill catcher and knowledge assessment quiz which are at the end of the unit to provide a summative assessment.