



## Our Vision for History

**“The more you know about the past, the better prepared you are for the future,” – Theodore Roosevelt**

At Gotham Primary School, we value the opportunities History presents; it helps us understand more about the world around us and how it has been shaped, to learn about the roles of key people in the past and also develop important skills such as making comparisons and being evaluative.

At Gotham Primary, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning from previous historical topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to develop children with essential characteristics to help them become historians, for example: gaining an excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past; the ability to think critically about history and communicate ideas confidently to a range of audiences and the ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources. As the children move through school we aim to deepen their historical understandings by equipping them with the skills to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry as well as ensuring they gain a respect for historical evidence and the ability to make critical use of it to support their learning.

Throughout our History curriculum, we have taken opportunities to include diversity within lessons, ensuring that people of different races and genders are studied proving a holistic approach to the content used. We are careful with resources used to make sure that a diverse and non-stereotypical picture is given to the children.

The local area has a rich history, from 'The Tales of Gotham', and Wollaton Hall in very close proximity to King Richard's burial place and the Eyam plague village a little further afield. We use the history of the local area to inspire the children and help them gain a deeper understanding about their locality. Using the local area brings History to life for the children and allows them to develop their understanding of historical sources.

Each unit is taken from the National Curriculum and begins with a key question. These questions follow a detailed sequence of opportunities for the children to aim to answer the key question; and caters for the development of executive functioning skills, the key ingredients in life-time performance. We strive to ensure children in our care develop a resilience and 'have a go' attitude that will benefit them throughout their life. In our progression map, we have included the analysis of historical evidence as a spiralling skill deepening in complexity throughout the years. We encourage children to assess and evaluate the reliability of sources in telling us information about the past therefore encouraging them to think as historians.

We strive to deliver a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History. Children will know more, remember more and understand more. Our approach to the teaching of History reflects our school culture, one of metacognition and self-regulation. We equip children with the tools to: activate their prior knowledge, plan, monitor and evaluate. Children reflect on their own work and the work of others so that we are:

**Being the best we can be together!**

Our Mission Statement.

# **National Curriculum for History**

## **Purpose of study**

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.

## **Aims**

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.

## **Subject content - Key stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory- where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

## **Key stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scot
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.