



## **History Curriculum Statement**

### **Intent**

At Buckfastleigh Primary School we believe that the principal aim of History is to gain a sound understanding of how historical events and significant figures have shaped Britain and the modern world. We believe that it is vital that children understand the continuity, connections and chronology that links events of the past and that they can critically explore facts and opinions of past events in order to better understand their own place in the future.

In line with the 2014 National Curriculum: History Programme of Study, Buckfastleigh Primary School 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.

### **Implementation**

At Buckfastleigh Primary School, we explore history in order to create critical thinkers with an appreciation of context, continuity and change. Our teaching enables children to think like historians, and to examine and enquire as historians do. Exploring artefacts and sources children are inspired to extend their knowledge of Britain's past and that of the wider world. Teaching in line with the National Curriculum as well as incorporating cross-curricular topics, children come to understand that events have influenced

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many aspects of our own and other cultures and beliefs, and shaped developments in the world today. By the end of their primary education, our children will have a chronological understanding of British history from Stone Age to the present day and will use a wide vocabulary of everyday and period-specific historical terms.

In Key stage 1 children should develop an awareness of the past, and use common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between the past and the present day. Our children ask and answer questions, and choose and use parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In Key Stage 2 children note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources.

As a school, we follow a Cornerstones programme tailored specifically to our school which allows us to cover all the required areas of the National Curriculum. This gives teachers the opportunity to plan stimulating and engaging lessons that support and encourage children to broaden their historical skills and deepen their understanding. All children are provided with opportunities to experience history first-hand through both visits and visitors, as well as through engaging lessons which bring the past into their classrooms to inspire and motivate them. Teaching sequences in History are broken down into four stages: Engage; Develop; Innovate; Reflect. At the end of a sequence, there is a clear and meaningful outcome which might be linked to another curriculum subject.

Across the school, children will:

- Learn about events beyond living memory (dinosaurs, The Great Fire of London and the history of castles)
- Learn about changes within living memory (their own and their family members')
- Learn about the lives of significant individuals, such as Grace Darling, Galileo, Mary Anning and Winston Churchill.
- Learn about British history, studying 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 Scots; and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Study aspects and themes of British history beyond 1066, such as the Tudors, the work of Charles Darwin and the impact of the Second World War on children of their own age.
- Learn about the ancient civilizations of Egypt, Greece and the Mayans.

### **Impact**

We are history, and at Buckfastleigh Primary School we are ensuring that our children are prepared to take their place in history with a responsible and considerate understanding of the past. Our children are inspired to develop a growth, no limits mindset through the regular study of significant individuals who have themselves shaped the world we live in, just as they will.

Our children will leave our school as critical thinkers; well-armed and well prepared to engage with the issues of the present, and their future, through a wide knowledge of where society came from and a deepened understanding and appreciation of different interpretations of the past.

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