

# History at Bishops'



## Curriculum vision

The study of History supports our pupils to build a temporal awareness and a developing sense of identity as they come to understand their place in the story of human development. As a school we recognise that engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens. Engaging our pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21<sup>st</sup> century is essential since it:

- Helps them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as some of the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
- Supports them to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to critiquing through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- Helps to build a sense of identity and belonging on a personal, cultural, national and global level as pupils come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;



*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!*

- Enables pupils to understand core concepts such as cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world.



## Curriculum intent

We have planned a curriculum in History EYFS to Year 6 which is:

- **Aspirational** in terms of instilling in our pupils a desire to achieve the highest levels of success. We do this through providing pupils with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject concepts, skills and techniques and acquire the specialist language and technical terms to communicate their understanding effectively. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives and end points of learning detailed in the medium term plans (MTPs) of each enquiry, which define what the pupils will know, understand and be able to do;
- **Coherent**, relevant and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the scope and ambition of the national curriculum. For example, we have ensured that content coverage includes both in depth investigations of the events of specific periods in the past as well as overview enquiries which give a greater



*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!*

sense of the chronology of continuity and change in particular themes and dimensions such as British Empire. In addition we have ensured that in each phase of learning there is a strong element of enabling our pupils to appreciate the historical significance of people, places and events in their own local area;

- **Sequenced** to ensure that pupils can build on prior knowledge and understanding as they tackle more complex and demanding enquiries. For example, at Key Stage 1 pupils learn about the ways in which archaeologists interpret the past through examining artefacts at Vesuvius, are introduced to the concepts of continuity and change (toys and games of the 1960s) and significant people, places and events locally, all of which they later build upon in Key Stage 2;
- **Progressive** and more challenging EYFS through Year 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the disciplinary thinking skills we support them to master and apply to ensure they understand the significance of that knowledge. These anticipated outcomes in knowledge and understanding and skills' acquisition are detailed in the objectives of the schemes of work of each enquiry and are also appear alongside the end points of learning in the MTPs which inform each investigation. In terms of historical techniques we ensure that our pupils are supported to examine and interpret contemporaneous primary sources of evidence right from the beginning of their studies in early years. We place a real emphasis on our pupils being able to distinguish between primary and secondary sources of information about the past and to understand the importance of critiquing these sources and question their validity and trustworthiness;
- **Continuity** with the provision for History established in the EYFS and in particular that which addresses the knowledge and skills' expectations of the *Understanding the World* area of learning and the *Past and Present* Early Learning Goal;
- **Inclusive** in terms of delivering the same curriculum to all of our pupils and differentiating provision where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.



*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!*