



National Curriculum Aims

- 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.

National Curriculum Purpose

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.

Intent

At Pinner Park Primary School our curriculum is designed to ignite children's curiosity about the past through carefully planned units that take into account the rich history of our school community. Our curriculum encourages children to think critically about how our local area, Britain and the wider world has developed overtime so that they can understand how the past has influenced society today. By the time children leave Pinner Park we want our learners to have secure knowledge about the history of significant events, people and places and a coherent understanding of historical concepts and historical enquiry.

Implementation

At Pinner Park Primary School, teachers plan sequences of learning that will challenge prior knowledge in order to construct a secure new understanding of different aspects of history. In addition to this, knowledge is developed through historical enquiry and interpretation. Within individual lessons and sequences, prior knowledge is revisited before introducing new ideas. Misconceptions are identified and discussed. British values are carefully planned into units as appropriate to ensure opportunities to develop the understanding of these are maximised.

Impact

The impact and measure of this is to ensure that children at Pinner Park Primary School are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want children to develop a sense of curiosity about the past and about the different periods and cultures studied and to make links across history.

Children will record their learning in a range of ways and will also be able to talk confidently about their historical understanding.

Knowledge

Knowledge in history refers to the understanding and interpretation of key concepts taught within different historical contexts. This includes the understanding and use of correct historical vocabulary which is central to all planning sequences. Key concepts are:

- Chronological knowledge
- Continuity and change
- Similarities and differences
- Cause and consequence
- Significance
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In history, this is the knowledge and understanding of the key concepts taught within historical contexts including key vocabulary. The substantive knowledge is progressive through the curriculum from Reception to year six.

In history, the disciplinary knowledge is the interpretation of some of the key concepts. It involves applying skills such as historical thinking, reasoning and argument that require a meta-cognitive approach.

Enquiry

As children build their knowledge within their studies, they will have ongoing opportunities for historical enquiry. Children must understand the methods of historical enquiry including how evidence is gathered and used to make historical claims and how to ask perceptive questions. Skills that underpin historical enquiry such as, thinking critically, evaluating and examining arguments allows for further opportunity for children to apply their knowledge meaningfully.

Creativity

Creativity and knowledge work closely as creativity can involve making connections using prior knowledge to create new. At Pinner Park Primary School, curriculum planning encourages and supports achieving of natural links between history and other subject disciplines such as English, art and music.

These links are deliberate and purposeful. They are created naturally and never forced. Where possible, the History curriculum is also enriched through providing memorable experiences for pupils such as visits to historically significant places or historical period theme days in school.

Assessment

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills.

At Pinner Park Primary School, learning starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge. Units of work are then personalised to the children.

Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. At Pinner Park Primary School we are trialing approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.

Children will keep a record of their learning in History in history books/folders as well as a range of other creative ways of recording their learning.