



Groveside
School

Primary History

Curriculum Statement



Primary History Curriculum Statement

Groveside's History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support pupil to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows pupil to appreciate the many reasons why people may behave in the way they do, supporting pupil to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

Our History curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History.

We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, our scheme aims to introduce pupils to key substantive concepts including:

- **Power**
- **Invasion**
- **Settlement and migration**
- **Empire**
- **Civilisation**
- **Religion**
- **Trade**
- **Achievements of humankind**
- **Society and culture**

Over the course of the curriculum pupils develop their understanding of the following key disciplinary concepts:

- **Change and continuity**
- **Cause and consequence**
- **Similarities and differences**
- **Historical significance**
- **Historical interpretations**
- **Sources of evidence**

The History curriculum follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, pupils progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

The expected impact of following the History curriculum is that pupils will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.

How is reading promoted in History?

All teachers are expected to be aware of each pupil's current reading age, this will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised, so each learner is more able to build upon their historical knowledge.

Measuring impact in History?

At Groveside School, staff use an online platform called Evidence for Learning to record pupil attainment in History. This system uses the **Groveside Progress Steps** Assessment Framework.

All the knowledge and skills that we would like our learners to achieve by the end of the Key Stage are set out in sequential order on Evidence for Learning. It is our intention to ensure that all pupils progress at an expected rate, so they are able to achieve their personal best.

Pupils will be assessed against the criteria each term. Each set of criteria will have 4 aspects.

1 - Fully Supported

2 - Partially Supported

3 - Independence

4 - Wow (transferrable skills /Application)