



History Curriculum

Intent, Implementation and Impact Statement

Intent

At Chaucer, we believe that high-quality history lessons inspire children to want to know more about the past, and to think and act as historians. Children have opportunities to investigate and interpret the past, develop their chronological understanding, build an overview of their local area's history, Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to develop children with the following key characteristics to help them become historians:

- A sense of curiosity about the past and how and why people interpret it in different ways;
- A wide knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- To think critically about history and communicate their ideas confidently in a range of ways and to different audiences;
- The ability to use historical evidence from a range of sources to support, evaluate and question their own and others' view;
- The ability to think, reflect on, debate, discuss and evaluate the past by forming perceptive questions and lines of enquiry;
- A respect for historical evidence and the ability to make use of it to support their learning.
- History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups.
- Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

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 them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Implementation

Chaucer utilises the Kapow Primary's History scheme, which 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.

In order to meet the aims of the National curriculum for history, we have identified the following key strands:

- Substantive concepts.
- Disciplinary concepts.
- Historical enquiry.
- Chronological awareness



Our scheme of work emphasises the importance of chronological knowledge across all strands, to support the development of substantive concepts, historical skills and historical enquiry. These strands are interwoven through all our history units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world.

Children will develop their awareness of the past in Key Stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children 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.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills and will confidently develop and use their own historical skill set. As children progress through the scheme, they will create their own historical enquiries to study using sources and the skills they have developed. Substantive concepts such as power, trade, invasion and settlement, are clearly identified in lower key stage 2 and revisited in upper key stage 2 allowing knowledge of these key concepts to be expanded. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in history. Our scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods. Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Knowledge organisers for each pupil support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Impact

After the implementation of the Chaucer Primary History scheme, pupils will leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. The expected impact of following our scheme of work is that children 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 an 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 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.