



# Whitchurch Primary School

## History Intent

At Whitchurch we believe that the subject of History engages a curiosity in pupils to discover things about the past in their locality, Britain and the wider world. We aim to bring history to life and to instil a desire to find out about our predecessors and the lives they led. We view History as a great deal more than simply learning facts, although we acknowledge the importance of substantive knowledge, we see the learning of facts as a catalyst for developing the opportunities to learn the skills of historical enquiry and questioning; to become open minded 'historical detectives' and explore the past in an engaging way.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that '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.' To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge. When covering each of these strands, the content will be carefully organised by each year group in

long term plans. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan.

Through learning about History, children will make comparisons and links between the past and modern times and discover how and why things have changed and how all aspects of their modern life have been in some way affected by the past. They learn about people and their lives and events in the past, in their locality, Britain and the wider world, and gain an understanding as to how these have influenced our lives today. Children are taught how to investigate and record their findings in interesting and creative ways including through writing, art, drama and application of computing skills.

Historically based topics provide scope for cross- curricular work, although the topics are more often used as a stimulus to learning in Literacy and the arts.

The purpose of teaching history at Whitchurch is:

- \* To introduce pupils to what is involved in understanding and interpreting the past
- \* To help pupils to understand how the past has influenced the present
- \* To develop a sense of chronology and context
- \* To encourage pupils to understand the nature of evidence by emphasising history as a process of enquiry and developing the range of skills required to interpret primary and secondary source material
- \* To help pupils develop a sense of identity through learning about the development of their local area, Britain, Europe and the world.
- \* To 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 also some of the failures of mankind.
- \* To develop an understanding of the different ways the past is represented and interpreted and if the sources are reliable. And also why

whatever happened in pre-historical times can only ever be scientifically based conjecture.

\* To help the critical development of pupils' values and attitudes, and to have an increasing understanding of the values and attitudes of others.

We have identified the following **key substantive concepts** of history which repeat throughout the curriculum (In brackets, you will see other important related concepts - these provide opportunities to consider the different aspects of history):

**community & culture** - (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)

**conflict & disaster** - (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)

**exploration & invention** - (discovery, migration, navigation, progress, tools)

**hierarchy & power** - (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny )

And also the following **key disciplinary knowledge**:

**cause & consequence**

**change & continuity**

**similarity & difference**

**evidence & interpretation** (eye-witness, source)

**significance**