

Bow Community Primary School

History Vision Statement



'The more you know about the past, the better prepared you are for the future' Theodore Roosevelt.

At Bow, we want the study of History to ignite children's curiosity about the past and how this has an influence on their life today – and will impact upon their future. We want children to develop a coherent and chronological knowledge of Britain's past and that of the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a chronological framework for their knowledge of significant events and people and context for their growing sense of identity. What they learn through history can influence their decisions about personal choices, attitudes and values.

Skills

The aims of our History curriculum are to develop pupils who:

- Know and understand the history of our country 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.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Understand the methods of historical enquiry.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Intent

We seek to create a life-long love of the subject, through teaching our children about their own stories and the stories of others that have come before them. Where appropriate, and where learning and understanding will be enhanced further, teachers are able to use various resources and approaches to make the learning memorable. This could be through the use of songs, video clips, images of or the ability to touch actual historical artefacts, trips, visitors into school, themed days or special activities. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss historical events and their impact on the world.

From EYFS children explore history within living memory of both their parents and themselves. As children move through the school, they build upon personal experience to develop a knowledge of history that is relevant to themselves and their school context. Through KS2 children begin to widen their knowledge and investigative skills to encompass the earliest humans and ancient civilizations.

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Implementation

Our history curriculum is based on the National Curriculum Programmes of Study, supported by a clear skills and knowledge progression. Enabling children to make comparisons across time periods and develop a sense of the change through the ages is paramount and our curriculum has been designed to ensure that children, where possible, learn about historical events and periods in a chronological order. At Bow Primary, half termly topics alternate with either a history or geography driver, with explicit links being made to prior learning. This helps learners to make sense of new knowledge, to create links between past experiences, and to apply previously learnt skills to new areas. We feel it is important that learners know and understand why they are learning the things they are, and what impact these areas have on their own lives. To help develop a sense of chronology, each sequence of historical learning will begin with a lesson where children will place the period, event or individual on a time line so that they are aware of what has happened before and after their area of focus. This activity forms part of the initial assessment, and class discussion, where children will complete a grid enabling them to write down their existing ideas about the period or topic across time, these ideas are then amended or added to throughout the sequence as their knowledge and understanding develops. In Key Stage 1 this may be completed as a class and involve children comparing then and now.

Impact

Whilst in school, the children at Bow will develop a secure chronological knowledge and understanding of people, events and contexts from the historical periods covered. As they progress through the primary phase, they will gain independence when finding out about the past from a range of sources and they will be able to organise and communicate their findings demonstrating a clear understanding of historical concepts. They will be able to articulate their understanding with a growing confidence in the use of subject specific words and making reference to previous learning. The impact of this will be seen when talking to the children about their interest and attitude towards historical learning and in their confidence to engage, discuss, reason, question and debate. This will demonstrate children's ability to apply generalisations to understand the world around them and prepare them for their future. Evidence of learning will be in their books, classroom displays and heard in discussions. Teachers will use formative assessment methods to identify children's understanding and will show this on the knowledge organisers. Alongside this, children will be able to demonstrate their growing understanding throughout a unit on the initial chronological grid which children complete at the start of the sequence and then amend and add to throughout as their knowledge and understanding grows and alters.