

History Statement of Intent

At The Priory Catholic Voluntary Academy, we believe that History encourages pupils to consider how the past has influenced the present, and how a variety of elements influenced people's actions. History also develops the skills of researching and evaluating evidence, the knowledge of past events, civilisations and personalities and the concepts of chronology. Learning about the past can influence pupils' attitudes to the present and the future. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

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. (NC 2019)

At The Priory Voluntary Catholic Academy, in conjunction with the aims of the National Curriculum, our History teaching offers opportunities for pupils to:

- 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.

In **Key Stage 1** pupils will develop an awareness of the past. They will learn about significant individuals who have contributed to national and international achievements. Children will also learn about significant historical events within the local area. They will also study changes within living memory as well as events beyond living memory that are nationally or globally significant such as The Great Fire of London. Their learning will be placed within a chronological framework.

In **Key Stage 2** pupils will continue to appreciate history in a chronological context. They will develop a secure understanding of British, local and world history. Indeed, in upper key stage 2 they will study a range of time periods such as Ancient Greece and the Ancient Islamic Civilization, whilst in lower key stage 2 they will study changes in Britain from the stone Age to the Iron Age and the Roman Empire. Children will consider connections, contrasts and trends over time and develop the appropriate use of historical terms. They will also learn to understand how our knowledge of the past is constructed from a range of different sources and spend time looking at, and dealing with, different sources.