



## Subject Overview

### History

#### Vision for History

History will help 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. Teaching 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.

#### Key Concepts

Continuity & Change  
Cause & Consequence  
Similarity  
Difference  
Significance  
Perspectives  
Interpreting ideas

#### Content and Sequencing

Learning is sequenced so that knowledge is built upon each year e.g. In EYFS children talk about past and present events in their own lives and in the lives of family members; Year 2 an understanding of events beyond living memory that are significant nationally or globally e.g. the great fire of London; Year 6 the achievements of the earliest civilisations e.g. the ancient Greeks.

### Curriculum Drivers

#### Aspirational

History teaching and learning should provide children with exciting and engaging opportunities to learn about the past. Teaching sparks children's curiosity about Britain's past and that of the wider world. Children will gain an understanding of changes throughout history, and their place as part of a continuous global story.

#### Outward Looking

History teaching and learning will provide children with an understanding of 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.

#### Conceptual

Historical concepts are the anchors that hold Historical skills and Historical knowledge together. The key concepts will enable pupils to look at any specific period, event, or person of history as Historians; being able to use a critical eye to explore, analyse and evaluate.

#### Experience Led

All History units will start with an engaging and memorable hook. An experience, visitor, or trip that will inspire and transport pupils into the lives or places they are going to be studying.

#### Language Rich

The vocabulary and language used when speaking about the past is key to ensure children's understanding of events or eras very different to their own. Language will be built on throughout the school; starting with general terms such as 'old' and 'new' moving towards vocabulary specific to a time or event such as 'Neolithic' or 'conquest'

#### Enquiry Based

History units will be centred on questions of enquiry. Children will be posed a question as the starting point, thus engaging natural curiosity and inspiring them to think about events or people in ways they may never have before. They will be able to apply Historical concepts to a variety of Historical enquiries and develop their skills as Historians.

#### Links with Mathematics and English

Opportunities to apply their English skills:

- Write their own historical accounts
- Reading and showing comprehension of historical texts

Opportunities to apply their Mathematics skills:

- Review data collection on Historical events
- Rounding, averages

#### Progressive

- Historical enquiry will be evident in books.
- Evidence of the geographical process will be clear – investigating, analysing, and responding.
- Children can talk confidently at each stage about the historical concepts being taught.
- Evidence of children applying their understanding after the unit of learning or another subject.

#### Inclusive

- Task varied to support children to access the task.
- Learning is challenging.
- Involve the artistic, technological, and other creative skills and talents the children have in order to express their Historical knowledge and understanding.
- Children's starting point are identified using assessment tools and teaching builds on prior knowledge.
- The outside environment and other resources are used to aid understanding.