

Curriculum Statement: History

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

Whole-School Vision:

At Quest Primary School, we work collaboratively with The Collegiate Trust schools to deliver the shared vision of an **'exceptional education for all.'** We passionately believe that **'Learning Changes Lives'** and are determined that through our school values of **excellence, responsibility and aspiration**, all children will develop to their full potential during their time at Quest Primary.

History Curriculum Vision:

At Quest Primary School, the history curriculum sets out the foundational skills, knowledge and aspiration for children to become historians, researchers, archaeologists and museum curators. History is a subject that forms the bedrock of our understanding of the culture in which we live as well as the wider world around us. The content covered gives students the opportunity to explore issues at a local, national and international level from the ancient era through to the twentieth century. This range of history offers the opportunity to explore different peoples' perspectives on issues and events and think critically about the world in which they live.

Our curriculum is carefully sequenced to give students a broad understanding of the chronological development of British history, as well as being able to make links to other societies, cultures and world events. Understanding key concepts within History, such as significance and causation and consequence, unlock the door for students to be able to ask leading questions, analyse information and convey their views in a methodical and structured way. These skills are honed and developed progressively through the curriculum to create historians confident in communicating their views, both in writing and orally. Each topic is framed around a challenging historical question which is linked to a key historical concept. Pupils access and apply subject specific vocabulary with increasing rigour throughout their history learning.

At Quest Primary School, we recognise that for our pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which places our school values at the heart of our curriculum.

The Quest Primary Values, as realised through our Curriculum

Excellence	Responsibility	Aspiration
Our curriculum is designed to promote excellence in all that we do and learn. Our high expectations of what every child can achieve, ensure that children are given opportunities throughout the planned curriculum, to achieve excellence in their subject knowledge and skills, so that they are ready to move on to the next stage of their learning. Excellence is valued, promoted and celebrated every day at Quest Primary and can be seen in our learning, behaviours and attitudes to all we do.	Our curriculum promotes children developing as responsible learners, taking responsibility for their own learning through their behaviour and actions, as well as supporting the learning of others. Subject curriculums promote how to take responsibility for our physical and mental health, as well as online safety and support our children to be well-rounded individuals and a school community, who understand the impact their words and actions have on others, and their own futures.	Our curriculum is aspirational for all our children, including those with SEND and from disadvantaged backgrounds. It is our intent that all children leave Quest Primary well-prepared for the next stage in their academic careers and with the knowledge and skills required to ensure they can partake successfully in the world around them. Our curriculum supports them to become confident, respectful and well-informed young citizens who believe they can achieve their dreams.

Intent, Implementation and Impact in History

Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)	Implementation (What will this look like in the classroom?)	Evidence of Curriculum Impact (How will this be measured?)
- For children to have a passion for the past shown through an enthusiastic love of learning with a sense of curiosity to investigate history. - Children will have a strong knowledge and understanding of people and cultures, events and eras, and contexts from a range of historical periods and be able to make connections and comparisons between them. - Children will revisit substantive concepts as part of a spiral curriculum approach, to ensure they can build on skills and knowledge incrementally, making meaningful connections to gain a deeper knowledge and understanding of the past. - Children will demonstrate an excellent working understanding of the historical second-order concepts: cause, consequence, change and continuity, similarity and difference, historical	National Curriculum Programme of Study is used to deliver learning in line with the National Curriculum expectations for history. - Teachers plan sequences of learning which build pupils' understanding of the historical second-order concepts (cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations.) - Children's books will show cohesion between taught sessions with clear end points reached and children working with independence. - Children have opportunities to revisit key historical substantive concepts (invasion/conflict etc). Teachers know what children have encountered before and make links to previous learning to support children making connections and building schema.	Children: - Pupil's will speak enthusiastically about their history learning and articulate what they are learning and why it is important. - Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding. - Children will be aware of concurrent periods in history from across the world and also have an understanding of how other notable individuals and events from other subject disciplines were around at the same time. Children's Work: - Children's work will reflect progression of knowledge, skills and understanding that builds over time.

significance, sources and evidence, historical interpretations. • Children can use historical vocabulary appropriately to support their own progress and be academically successful in history. • Children can think critically and communicate effectively in a range of styles. • Children can support, challenge and evaluate their own and others' views (including those from the past) using accurate detailed evidence from a range of sources. • Children can use historical sources in a balanced and critical manner and to engage in critical investigations of the past which lead to supported judgements. • Children can think, reflect, and discuss the past, leading to precise questioning of the past and historical enquiry. • Children have an understanding of perspective and how and why people interpret the past in different ways.	• Teachers' skilful questioning allows all children to make progress and reflect on learning. • Key vocabulary is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers. • Knowledge Organisers are used to support children's understanding and retrieval of key knowledge, events, individuals and vocabulary. • Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge. • Foundational knowledge is explicitly planned for, to fill gaps in children's cultural capital and ensure children have a broad range of experiences of the world, to be able to make sense of new learning and build existing schema. Trips and visits enhance knowledge and deepen connections, as well as enthuse learners.	• Children's books will evidence progress, through use of key vocabulary, ability to reason and explain and drawing increasingly sophisticated conclusions based on evidence. • Children's understanding of history will be apparent in cross-curricular work such as writing, drawing on historical knowledge to enhance authentic description of settings, items, clothing and societal routines etc. Teachers: • Increasing percentages of children will achieve mastery of the topic and become skilled and articulate young historians. Parents: • Parents will see their child's confidence and knowledge in history increase.
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National Curriculum Objectives

KS1: *Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented*

Pupils should be taught about changes within living memory; events beyond living memory that are significant nationally/globally; the lives of significant individuals in the past; significant historical events, people and places.

KS2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct

informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Anglo-Saxons and Vikings; local history study; a study of an aspect beyond 1066; early civilisations; Ancient Greece and a non- European society that provides contrast with British history.

Our SEND children are supported to achieve well in history through:

