**Curriculum Rationale for History**

**The value of History within our curriculum**

*Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.*

Independent Review of the Primary Curriculum 2009 Final Report.

Engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century is essential since it:

• Helps the learner to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time;

• Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;

• Supports the learner to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to challenge and question through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;

• Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;

• Enables the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world.

**Curriculum Intent**

1. We intend our History curriculum to help provide the children with a broad and balanced understanding of the history of our country and other countries around the world. The topics we choose are relevant and engaging, taking into account the unique and varied needs of our pupils; enabling all children to attain and achieve well in History and to develop skills which will enable them to achieve in other subject areas.
2. Through the teaching of a range of skills relevant to the study of History we hope to prepare the children for life – helping them to become more independent, organised, confident and resilient; to be good communicators, creative and able to solve problems; to be respectful, aware of differences, appreciative and reflective.
3. Through the use of a range of varied resources the History curriculum enables children to develop their reading skills. We believe that reading is a fundamental skill and is at the heart of learning across the curriculum.

**Curriculum Implementation**

1. We adopt a thematic, topic-based approach to teaching and learning. This enables the children to make links between History and other areas of the curriculum and develop their understanding in a range of ways. Certain skills are still taught discreetly but History lends itself to cross curricular learning and the skills learnt in this subject are highly transferrable.
2. From topic to topic, and as the children progress through the school, their previous learning is regularly recapped and links between skills and topics are made explicit for the children in order to help them develop a deep understanding of the History curriculum.
3. Every year group has access to a range of enrichment activities as part of the History curriculum in order to make their learning experience engaging and memorable. These include visitors coming to the school and trips to relevant places that underpin or extend the teaching and learning covered in certain topics.

**Curriculum Impact**

1. All staff have high expectations and strive to ensure high quality outcomes for all children.
2. Through the use of regular and rigorous assessment, moderation between staff and subject monitoring we aim to ensure that standards in the teaching and learning of History remain high.
3. As a consequence of this our pupils become confident, independent learners (not just in History but in other areas of the curriculum) and are well prepared for the next stage in their education.