



## **Naunton Park History Curriculum Policy**

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**Awaiting ratification:**

At Naunton Park Primary School we want History to fire children's curiosity about the past in Britain and the wider world and help them to understand the diversity of human experience. History is important as it provides children with the opportunities to empathise with others, argue a point of view and reach their own conclusions - essential skills that are prized in adult life. Therefore, we aim for a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge of British, local and world history. Curriculum content is knowledge and vocabulary rich, in a sequenced chronological order, allowing children to develop their understanding of abstract concepts as they move through school.

We intend to inspire pupils to develop a broad historical and cultural awareness by:

- Providing opportunities for children to develop a chronological framework by investigating the past and how it influences the present.
- Encouraging children to interrogate evidence and form their own opinions.
- Enabling children to communicate their viewpoints in a variety of ways using appropriate vocabulary.
- Exploring a range of sources of information.
- Fostering enjoyment, empathy and curiosity for finding out about the past.

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.

The national curriculum for history aims to ensure that all pupils:

- 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.

### Knowledge and understanding of the World in EYFS

As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

Leading literature, continuous provision, trips and experiences will build a picture of what is the past and their past.

Evidence is collated in floor books in EYFS.

## Implementation

At Naunton Park Primary School History is taught in blocks throughout the year, so that children achieve depth in their learning, with a sole focus on NC history content. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group. Retrieval practice is at the heart of this, ensuring the prior learning is built on and meaningful connections are made.

In blocking out the subject and using the 30 min reading sessions every morning to impart knowledge we have achieved more history being taught than if it was delivered weekly across the year.

Please see the History overviews for how this is achieved.

The History pieces of learning centred on a leading question which when answered provides the teachers with evidence in what has been secured. The question is answered through Non-Fiction writing in their English lessons. Work leading up to answering this question also provides further evidence of depth of learning in NC objectives.

Incidental History also comes into our curriculum in other subject areas:

- Geography – terms 3 and 4. How environments have changed over time and issues with climate change over time. How people use their land and how this has changed over time.
- Significant people in science and developments in science over time.
- Significant artists in history and their contributions to the arts.
- Music and its historical roots over different genres.

## Assessment

For each piece of learning key questions are identified for each year group. When answered and in conjunction with the pupils' books and pupil voice we can make a judgement as to if they are secure within what has been taught.