



History at Mulbarton Primary School

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* Published: September 2013 History – key stages 1 and 2
- *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.*

Intent

At Mulbarton, our history curriculum aims to inspire pupils to become curious and analytical thinkers with a broad understanding of the past - in other words, to think like historians. The intention is for pupils to develop the confidence to question and investigate evidence, explore different perspectives and build informed interpretations of events, people and societies.

Implementation

The purpose of study and the aims of the national curriculum for history (2014) state:

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.

Our history curriculum is designed to be taught for one hour each week, alternating with Geography every half-term. This structure ensures that the National curriculum requirements are met. The curriculum aims to build pupils' awareness of how History shapes identities, cultures and communities over time. The goal is to inspire them to become reflective, active citizens who can draw on historical understanding to make sense of the present and contribute thoughtfully to the future.

Based on the aims of the National curriculum, the following five strands have been identified, which run throughout the history curriculum: Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Disciplinary concepts and Historical enquiry. The History curriculum has been planned with these strands running through each unit, ensuring balanced coverage of the different areas of History and both substantive and disciplinary knowledge.

Impact:

Each unit of work will contain formative and summative assessments. Formative assessment opportunities will take place within lessons such as questioning, retrieval practice and interactive activities. Summative assessments will take place at key points and at the end of units to measure understanding. Summative assessment tasks allow children to show what they have learned.