



# History



**History is the ability to use knowledge, empathy and understanding to learn from the past to influence and shape the future**

**Intent: the history curriculum will ensure that all pupils:**

- Learn from and about **our** local history, the history of the UK and its' community and that of the wider world;
- Understand about the key events and people from the past and that we are a part of history;
- develop skills to enable us to ask questions, think critically, empathetically;
- Take action for change. History helps us to understand the complexity of pupil's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Pupils' version**



I can empathise, investigate, understand and analyse key events in history [local, national and global] giving me a deep understanding the world past and present.



**Implementation**

Teachers will:

- Use the scheme of work and planning to enable all pupils to:
  - Know and understand their local history, through an exploration of the backgrounds of our community and our belief that we must learn from the past to better understand the future;
  - Use historically grounded vocabulary to communicate confidently, intelligently, empathetically and without bias;
- Plan a curriculum that works within a coherent and chronological narrative, from the earliest times to the present day;
- Model and teach pupils how to use different sources to understand how people's lives have shaped this nation;
- Plan opportunities for all pupils to consider, from different viewpoints, how the UK has influenced and been influenced by the wider world;
- Plan a curriculum to include opportunities of pupils to understand, compare and contrast subject themes, such as migration, food and farming, location and society at key points in history and 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. We think of this as being on board a helicopter;
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests.
- Carefully monitor pupils progress against key milestones and take swift actions to support those who fall behind
- Celebrate pupils' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community;

**Impact**

Pupils will:

- Have a detailed knowledge of history over time, but more importantly, will secure the skills needed to be a historian and as a result achieve well;
- Be equipped with the cultural capital [skills, knowledge, norms and values] to be good, well-informed open minded and responsible citizens;
- 'Look to history to help to grip the future' and actively affect positive change.