








## Subject statement for History

<b>Subject:</b>	<b>History</b>	
<b>Aims:</b>	<p>The history curriculum at Duncombe Primary is carefully planned and structured to ensure that current learning is linked to previous learning. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.</p> <p>To gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupil's curiosity to know more about the past they:</p> <ul style="list-style-type: none"> <li>• Are taught to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;</li> <li>• Begin 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.</li> </ul>	
<b>Progression ensuring skills and knowledge:</b>	<p>The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The KWL strategy (what I know, what I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.</p>	
<b>Cultural Capital &amp; Learning Experiences:</b>	<p>Units take full advantage of the wide range of trips and experiences offered in London. Museum visits and workshops are planned into topics to enhance children's understanding of the areas of history being covered.</p>	
<b>Environmental Issues links:</b>	<p>Each year group has a topic that will allow them to focus on an environmental issue. As pupils progress through the school, they will develop a solid understanding of how humans can damage and improve the environment and how the decisions people make about how to treat the environment can affect the lives of others. Importantly, children will identify ways they can make improvements and will take action to make positive changes to our world.</p>	
<p><b>School values:</b></p>  <p>The ASPIRE grid includes icons for: Ambition (star), Self-Esteem (heart), Perseverance (mountain), Independence (dove), Respect (hands), and Enthusiasm (clapping hands).</p>	 <p>Ambition</p>	<p>Children develop ambition in history when they can demonstrate analytical thinking and questioning in history lessons. They are ambitious when they make links between the past and present and aim to 'learn more' through independent research.</p>
	 <p>Self-Esteem</p>	<p>Children can develop self-esteem in history by developing a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. By better understanding the past we can better develop their identity and their place in the world.</p>
	 <p>Perseverance</p>	<p>Children can show perseverance by knowing where the people and events studied fit within a chronological framework. They can show perseverance by their ability to name specific eras, peoples and individuals and relate these to local and worldwide history.</p>
	 <p>Independence</p>	<p>Children can show independence through their research into significant events and the ability to compare secondary sources. They can independently ask questions that will further develop their knowledge and understanding.</p>

	 Respect	Children can show respect by demonstrating empathy towards events in the past, by studying diverse people in history and reading about or listening to, first-hand experience. This can be achieved through film, oral history and literature.
	 Enthusiasm	Children show enthusiasm for history when they talk about their learning which always starts with an exciting hook. Children are further engaged by the trips to museums and historical places of interest.
<b>Word power and communication:</b>	Children will have opportunities to learn subject specific vocabulary, which is identified in lesson plans. This includes key words such as old, past, present, interpretation, chronology.	
<b>Making a positive contribution:</b>	Through topics which focus on historical environmental issues, pupils are taught to understand the environmental impact of, for example, The Industrial Revolution	
<b>Resources used:</b>	Islington Education Library service resources including artefacts and books. Local area and wider London.	