



History



Purpose:

To allow pupils to 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. The history curriculum should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. 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.

Core Learning*:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

Characteristics of a Historian*:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Using and Applying English and Maths within History:

English:

- Demonstration of skills taught within focussed English sessions;
- Debates, discussions, poetry, reports, brochures, fact files, descriptions, investigation.

Maths:

- Demonstration of skills taught within focussed Maths sessions;
- Date and time, historically relevant number systems (Roman numerals), calculations with historical data.

Inclusion

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers must also take into account the needs of pupils whose first language is not English.

*Quigley's 'Essentials'