

Curriculum Ambitions for History at Parkside Community Primary

School

Curriculum Ambitions	To provide a knowledge-based program that is accessible to all pupils and maximises their outcomes, so they can gain a deeper understanding of historical events, remember important information, and expand their knowledge.	To deliver a comprehensive and ambitious History curriculum that equips pupils with historical skills beyond their personal experiences.	Our pupils become increasingly critical and analytical thinkers and possess a secure understanding of the chronology of the British Isles and other significant periods of History.	Our curriculum ambition is for pupils to be able to differentiate between different source types and explain the differences in interpretations of history. They should also be able to identify similarities and differences within specific time frames and across previously taught historical periods.	Through engaging activities, trips and visitors that give all students an opportunity to question the past and become motivated and engaged learners.	Additionally, our curriculum helps pupils establish connections between historical events and their wider community and locality. By exploring change and continuity over time in the history of the British Isles and other societies, pupils gain a greater appreciation for the complexity of historical events and their impact on the world today.
Reasoning	The National Primary History curriculum in the UK is designed to provide children with a solid foundation in the subject by introducing them to key historical events, concepts, and skills. The curriculum is aimed at children aged between 5	One of the key objectives of the primary History curriculum is to develop children's historical knowledge and understanding of different time periods, both in the UK and worldwide. This is	In addition to knowledge, the primary History curriculum also focuses on developing children's historical skills, such as their ability to use evidence to make interpretations and their capacity to ask insightful historical	Furthermore, the primary History curriculum encourages children to develop a sense of chronology and an understanding of how events in the past have shaped	This is done by providing children with opportunities to explore the connections between historical events and how they have influenced society, culture, and the world at large.	Overall, the primary History curriculum is designed to provide children with a broad and balanced education in the subject, which will enable them to build a solid foundation of historical knowledge

	and 11 and is divided into different stages, with each stage building upon the previous one.	achieved through the study of key historical events and the lives of significant historical figures, as well as the exploration of the changes and continuity in the ways people lived and worked over time.	questions. These skills are developed through a range of activities, including examining primary sources, conducting research, and presenting findings in different formats.	the world we live in today.		and skills and to develop a lifelong interest in the study of history.
Progression of Skills Curriculum map and progression of skills	<ul style="list-style-type: none"> History is taught as a discrete subject except in EYFS. In KS1, the Historical skills will focus on the world around them through a study of Local History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History In KS2, the History curriculum builds on skills and knowledge learnt in KS1 and includes the study of British history and the wider world 	<p>The progression of skills is set out in order to build and develop the following:</p> <ul style="list-style-type: none"> Chronological Understanding Knowledge and understanding of events, people and changes in the past Connection and Historical Links Interpretations of History Historical Enquiry 	<ul style="list-style-type: none"> Pupils are taught the sequence of skills and knowledge that are the components of a composite outcome. Lessons will develop long-term memory by allowing for repetition of learning within the year and year on year. 	<ul style="list-style-type: none"> The use of knowledge organisers is to aid teachers in planning their knowledge and skills and pupils in understanding the expectations by the end of the unit. 	<ul style="list-style-type: none"> Appropriate vocabulary is taught within the unit and reinforced throughout the year. 	<ul style="list-style-type: none"> SMSC is threaded through the History curriculum to link history to their lives and explore their heritage and cultural capital.

Experiences we could offer	Pupils will become increasingly critical and analytical in their thinking, enabling them to make informed and balanced judgements based on their knowledge of the past.	Pupils will become increasingly aware of how historical events have shaped the world that they currently live in. For example in Year 6 we have a live zoom session with Emily Wilding Davison'	Pupils will also have a further understanding of History on a local level. Example: How is Borehamwood different from now and then?	Pupils will develop enquiry skills to pursue their own interests within a topic by asking questions and doing independent research on an historical event .	Pupils retain prior learning and explicitly make connections between what they have previously learned and what they are currently learning by writing diary entries as a life of a Roman soldier, letter writing to explain the discovery of Tutankhamun Tomb, producing leaflets etc	Pupils will have encountered or participated in high-quality visits/visitors to appreciate the impact of History further such as in EYFS- Drama workshop based on the history topic Florence Nightingale and Nursery children dress up as astronauts when they studied Neil Armstrong. Historical visits to museums such as History Museums and Roman Baths etc.