



History Vision Statement

The more you know about the past, the better prepared you are for the future

Theodore Roosevelt (26th president of the United States in September 1901)

At Sheffield Lower School, our history curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. It will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.

At Sheffield Lower School we teach the children to:

- Learn how past societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have changed. The rich history of the world helps us to paint a detailed picture of where we stand today.
- Developing knowledge of history means developing knowledge of all these different aspects of life. Children can learn about the pillars upon which different civilizations were built, including cultures and people different from their own. All this knowledge makes them more rounded people who are better prepared to learn in all their academic subjects.
- Know that history is full of stories. Some are inspiring and uplifting; others are chaotic and immoral. Tap into the vivid realm of history, and there are many vital lessons your child needs to learn. They will study times of suffering and times of joy, and the lessons they learn here can then be applied to their own life experience.
- History also encourages a deeper understanding of difference. There are lessons, both good and bad, to be learned from the way our ancestors have interacted with other people who have different ways of living. In a modern world where inclusivity is embraced no matter your background, an understanding of how past societies have integrated is key to humanity improving in the future.
- Those historical stories can also serve to inspire individuals to greatness. History remembers brilliant people and their heroic acts that have changed the shape of nations. You get a huge amount of motivation from learning about the inspirational events that make up where we are today. It only takes one great story from the pages of history to light up children's imagination and spur them on to do great things.
- History is a respected academic pursuit that challenges our intellect. Students must analyse information that may not have one clear interpretation before offering a balanced conclusion. Critical thought is at the heart of every challenging intellectual pursuit. History is one of the best subjects for stimulating and developing this ability.

The History Curriculum

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.

Curriculum Intent

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies and epochs. In this, students

will develop a well-rounded knowledge of the past and its events, with intention to improve every student's cultural capital, understanding of the world around them and their own heritage. History at Shefford aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past.

At Shefford Lower School, we have designed our history curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- To discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire into Historical themed questions and form their own opinions and interpretation of the past

Curriculum Implementation

The curriculum is led and overseen by the Humanities leaders. As History leaders a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further.

The teaching, learning and sequencing of the History curriculum follows:

- A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to History. Moreover, there is an opportunity at the end of year to revisit Historical skills that need further consolidation and to use new knowledge to reinforce prior skills.
- In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the History curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.
- The progression of skills is set out in order to build and develop the following:
 - Chronological Understanding
 - Knowledge and understanding of events, people and changes in the past
 - Connection and Historical Links
 - Interpretations of History
 - Historical Enquiry
- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.
- The use of knowledge organisers is to aid teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit.
- SMSC and P4C are threaded through the History curriculum to link history to their lives and explore their heritage and cultural capital.

Impact

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level and on a small-scale.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.

- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.