



History Rationale

‘A people without the knowledge of their past history, origin and culture is like a tree without roots.’

Marcus Garvey

Lothersdale Primary School’s history curriculum enables children to gain knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire the curiosity of our children by allowing them to ask questions to discover more, know more and remember more. Our curriculum enables children to develop their cultural capital by allowing children to develop the following key skills which are fundamental throughout all subjects: ask perceptive questions, think critically, evaluate evidence from a range of sources (primary and secondary) and examine arguments. The history curriculum promotes an appreciation of our local area, Britain as a whole and the diversity of the wider world.

Intent
<ul style="list-style-type: none"> • Lessons to inspire children’s curiosity to know more and remember more about the past. • Children need to have a strong knowledge about British history and that of the wider world. • Children will have a clear understanding of historical concepts and historical enquiry. • Children will be able to use the knowledge of history to understand the British culture, values and society today. • Children will be able to use the knowledge of history to understand the world around them.
Implementation
<ul style="list-style-type: none"> • Teachers will plan a sequence of learning that will build on prior knowledge and challenge children’s understanding to develop their own perspective of the world. • Prior knowledge will be assessed in a sensitive and supportive environment and misconceptions will be address before any new knowledge is delivered. • Chronology to be delivered early in the topic of new learning to achieve understanding of time. • The topic will be discussed with any previous knowledge to allow children to make connections and question and discuss similarities and differences. • Recall points throughout the year will be used to revisit learning and support an alteration to pupils’ long term memory so that they know more and remember more.
Impact: to be reviewed at the end of the year

Substantive and disciplinary knowledge in history

Substantive knowledge in history is based on the knowledge of the key concepts of historical understanding. All these terms will be taught throughout the school. These are:

Chronological knowledge	Children will have a secure understanding of when significant topics and events (locally, nationally and internationally) took place.
Continuity and change	Children can articulate judgments of continuity and change on the basis of comparisons between some point in the past and the present, or between two points in the past.
Similarities and differences	Essentially children will recognise and analyse the diversity of past experiences and how that has affected/changed our lives today.
Cause and consequence	At Lothersdale Primary School, teachers think about the nature of progression in children's understanding of cause and consequence and to recognise common misconceptions that they may need to address.
Significance	Historical significance is the process used to evaluate what was significant about selected events, people, and developments in the past whether that may be within Britain or worldwide.

The substantive knowledge is progressive through conceptual development from Reception to year 6.

Disciplinary knowledge in history is the process of engaging children to use the substantive knowledge they have learnt about history (locally, nationally or internationally) to make links between different areas of the curriculum. Historical knowledge will allow children to access how and why significant events took place and how they changed future events and predict for any future changes that may happen. Children will also apply this knowledge to explain possible outcomes (could and should changes) for the future of the world in which they live. Thus providing them with the opportunity to become effective global citizens and encouraging them to think about the actions that they take.

Historical enquiry will tie both the substantive knowledge and disciplinary knowledge together to allow children to think critically, investigate and know how to ask perceptive questions. Children will understand how evidence is gathered and used to make historical claims. They will be able to use primary and secondary sources to underpin historical enquiry and evoke a love for history through evaluating evidence and examining arguments which allows them to know more and remember more.

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

Theodore Roosevelt

Creativity in history

Traditionally history has been linked with geography. This makes sense, as all history is concerned with place as well as with time. Maps and plans and patterns of human settlement are an intrinsic part of history. Throughout school, we have designed our curriculum to have deliberate and purposeful links between history and other areas including English, art and music. For example, children in years 5 and 6 could apply their knowledge of events during a significant period in history and their knowledge of diary writing in English to write a diary entry from the viewpoint of a particular person from that time. They draw upon their 'old' knowledge as well as using their imagination to create a unique piece of writing.

Assessment

Prior to any learning, children will be assessed at the beginning of the sequence of lessons. This will then impact the learning and delivering of knowledge as any misconceptions will be a priority to address. This allows all children the opportunity to demonstrate any connected knowledge held in the long term memory they already obtain. End of unit assessments take place approximately two weeks after the end of the unit. Further recalls (Arrrgghs!) take place throughout the academic year in order to fully embed knowledge into the children's long-term memory. These can be presented in different ways; teachers decide upon the most appropriate, age-related way of obtaining the children's responses.

Subject leader and staff CPD

Craven Museum and Historic England

June 2017

How can local heritage be applied to the curriculum?

February 2018

Yorkshire History Forum

November 2019

History at greater depth

Apps for bringing history to life

Yorkshire History Forum (online)

June 2021

What does it mean to get better at history?

Reviewed November 2022