

RYHALL CE ACADEMY

History Curriculum Statement



“We are not makers of history. We are made by history.”
Martin Luther King, Jr.

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression.

INTENT

At Ryhall CE Academy, we believe that History is significant to a child's development because an understanding and appreciation of history, both local and global, can be of great significance to a child's development. It will provide them with a greater understanding of the world that they live in. Through historical enquiry, children will be able to explore and appreciate the lives of others and understand how significant changes in time have impacted and affected how we live today. An understanding of how others have lived and our place in history allows for meaningful links and connections to be made to the wider world, helping to nurture curiosity, key analytical skills and a love of learning.

Our planned curriculum will help children:

- To develop pride in where they live and an interest in their community.
- To understand wider society and their place in it.
- To understand and appreciate history as an ongoing process that they are a part of.
- To make links between different people from the community and their own lives.
- To inspire curiosity and appreciate changes over time.

IMPLEMENTATION

EYFS

Children in EYFS develop an understanding of the world, the past and present and where they 'fit' into this. The children build their historical knowledge through a range of skills in learning about:

- Beginning to make sense of their own life-story and family's history;
- Commenting on images of familiar situations in the past;
- Comparing and contrasting characters from stories, including figures from the past;
- Talking about the lives of people around them and their roles in society;
- Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Our History programme includes two strands, exploring first the local area and the impact of historical events on children's own experiences. Firstly, we aim to help our children to develop an understanding of local heritage and its significance through lessons tailored to their locality. By focusing the lens of history on local events and people, the children will be engaged at a much more personable and relatable level, bringing historical ideas to life through lessons that are relevant to their own experiences and world view. Many will be able to bring their own stories into the lessons, giving them a valuable sense of ownership and responsibility towards their learning. The second strand will allow for an in-depth study of key historical figures and events on the global stage, providing children with an opportunity to apply their historical enquiry skills to learn about developments on a wider scale, analysing people, places and events and appreciating how developments from the past continue to impact on and effect how we live today.

The core skills that we will help children to develop through historical enquiry are outlined as follows:





- In providing children with a local context first we will support them to make **meaningful links** when studying more abstract/unfamiliar contexts;
- All local projects will involve a field trip in order to provide children with **contextual knowledge** whilst beginning to address social disadvantage;
- Improving children's **vocabulary** will be a priority in all lessons and high quality, language rich text will support teachers own explanations;
- Teachers plan learning that looks **in depth** at an aspect of a topic; this will mean that projects start with the macro (learning into a context) and then looking more closely at detail (micro);
- Key aspects of learning will be **consistently covered** across the school e.g. All history projects will begin with a collaborative timeline activity. This will ensure children can make links to previous knowledge.
- Key questions will form the basis for planning and discussions;
- Resources are well chosen to support understanding. Lesson activities are based upon the key skills being taught and will be effectively modelled by staff.

IMPACT

By the time, the children at Ryhall CE Academy leave our school they will have developed:

- a secure knowledge and understanding of people, events and contexts from the historical periods covered;
- the ability to think critically about history and communicate 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, forming 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 judgements;
- a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Our Golden Threads

Subject Name: History		Subject lead: Mrs Claire Hicks		Date: 2022 – 2023			
How do the following 'Golden Threads' work within this subject?							
CHRISTIAN VALUES		LANGUAGE RICH		KNOWLEDGE RICH			
ACTIVE AND ENRICHED							
							
This subject supports our Christian Values by...		This subject supports children's language use and acquisition by...		This subject provides children with rich knowledge by...		This subject allows for active and engaged learners by...	
Developing Respect , by teaching pupils about how to respect the values of different cultures and points of view.		Allowing pupils the opportunity to develop oracy skills through debate and discussion.		Gaining new knowledge of key historical events and people, assessing how they have impacted on the world and our lives today.		Providing pupils with the opportunity to debate and challenge each other's ideas.	
Developing Resilience through understanding and debating conflicts throughout History.		To develop an understanding of core concepts through time.		Exploring local areas and finding out new facts that are relevant to their own experiences.		Move towards having choice in how their work is presented, what areas of a topic they want to focus on etc.	
Developing Hope through learning from historical events and their impact.		To develop an enquiry led questioning approach that can be applied to other areas.		Using knowledge organises to link learning and give context.		Providing opportunities for visits to places of interest and visitors to school to bring 'learning to life'.	