

History at All Saints CEVA Primary School

Why is History important?

History is the stories we tell about the past and the people who experienced it; people of different times and from different places. Through History pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about their own identity and place in the world. What they learn can influence their personal choices, attitudes and values.

In History pupils encounter evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, discern and argue their point of view.

Identity and Belonging	Skills	Knowledge
Understand where we come from. Understand the present situation. Know who we are. Have a sense of pride for our local area. Feel part of a bigger picture. Understand that all actions have consequences and are part of a continuum.	Critically evaluate Develop discernment, how to think for themselves and recognise fact from fiction/truth from opinion. Develop reasoning skills, able to support arguments with justifications. Recognise different points of view. Learn to question, not simply accept.	Learn about their local area Learn about the country they live in. Learn about the wider world.

What is History?

History is the process of enquiry.	History is the product of imaginative reconstruction.	History is describing and explaining.
Asking questions Searching for evidence Examining evidence Recording evidence Interpreting evidence and making judgements	Understanding evidence is nearly always fragmentary or incomplete Speculation and hypothesising We imagine how it might have been and fill in the gaps left by the evidence	Understanding history is not a list of facts but interlinking views, opinions and actions.

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Key History Concepts	Key Historical Skills
Continuity and change Cause and effect (including impact on present day) Similarity and difference Significance	Chronological understanding Engaging with sources and evidence -utility, reliability, contestability (including research, judgement, questioning, reasoning) Perspectives and empathy

Our Intent

At All Saints Primary School, we arm pupils with the skills to navigate the historical narrative and reach their own informed conclusions about the Past. We help them develop the tools they need to be discerning judges of source material, recognising the multifarious experiences of people through diverse times and places. By giving pupils a chronological understanding of their place in local, national and international stories they will begin to establish an identity for themselves, understand our present and feel empowered to shape the Society of the Future.

We aim for pupils to:

- Understand why and how people behave the way they do.
- Understand themselves.
- Enable them to ask and answer significant questions.
- Enable them to think for themselves and to reach fair and rational conclusions.
- Inspire in them a lasting interest and enjoyment of learning about the past.
- Develop a sense of chronology and that some things change and some things stay the same.
- Investigate how and why events happen and how they may be linked.
- Consider what it was like to live in the past and what motivated people's actions.
- Recognise that we cannot know everything about the past and history is constructed from what remains.
- Understand that people interpret the past differently and use different ways to present their ideas.
- Communicate their ideas with clarity.

Our Implementation

Our curriculum provides opportunities for in-depth and overarching studies from a local to international scale. Throughout a sense of chronology is embedded through the regular use of permanently displayed classroom timelines. Pupils engage with a range of source materials, experts and experiences to progressively develop enquiry skills and appreciate differing perspectives. They are encouraged to question and reach conclusions using evidence to justify their ideas.

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A broad curriculum, allows pupils to find out about the past through local, nation and global history.

School trips, visitors or experience days to access a richer array of sources, gain expert insights or enable empathy. Additionally, to broaden pupil's experiences to cultural institutions, break down barriers and beliefs that such places are 'not for them' and foster enjoyment for learning about the past.

Black history Week to address the balance in marginalised histories. Where appropriate this should also be addressed in other History topics e.g., the work of Katherine Johnson et al. in the 20th Century Space Race

Impact

Pupils will leave All Saints with the knowledge that they cannot change the Past but they can use it to change to the Future. They will be knowledgeable about their own nation's history but also informed about the wider world and the links between the two. They will be discerning individuals who know to question and research before they make judgements. They will have developed empathy for the experiences of others and be respectful of all voices recognising the impact actions can have on all of humanity.

By the end of Year 6

- We want pupils to leave school with chronological understanding of British History and where this fits into a wider world picture.
- Explain why some events/people are considered significant.
- Understanding actions can have far-reaching consequences.
- Understanding of their identity, their place in the historical narrative and an understanding of how they want to shape Society in the future in response to this knowledge.
- Be discernible individuals who can question, reason and form their own conclusions, using evidence to support their claims.