



*“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.” (National Curriculum 2014)*

We believe that history makes a valuable and distinctive contribution to pupils’ education and personal development. History stimulates interest, curiosity and understanding about the past and allows children to make links to today’s society deepening understanding of British values, protected characteristics and difference. We teach children a sense of chronology and through this develop a sense of identity and an awareness of the challenges of their time. Through studying history, pupils understand more about and contribute more to the ever-changing world they live in and guide them to take on qualities they need to flourish in society.

*“I’m interested in the way in which the past affects the present and I think that if we understand a good deal more about history, we automatically understand a great more about contemporary life.”  
Toni Morrison (Nobel and Pulitzer Prize winner)*

### Aims

At Newlands, we believe that a broad and balanced History curriculum enables pupils to:

- To arouse an interest in the past and an appreciation of human achievement and how these people have helped to shape the present.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.
- To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child’s citizenship education.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations, empires and past non-European societies.
- To develop a sense of chronology and time, in order to make links between past societies and to understand the similarities and differences between historical periods;
- To develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation.
- To develop pupils’ character and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly and behave with integrity.
- To enable children to find evidence; ask perceptive questions; weigh it up and reach their own conclusions; developing the skills of enquiry, interpretation and problem solving.

- To ask historical questions and create their own structured accounts, including narratives and analysis.
- To gain and use historical vocabulary.

### **Planning and Progression**

Our newly designed curriculum has been created with our children's views and their parents' views in mind. After listening to what our children and parents felt was important to learn and what our children would like to learn in their lessons, we created our history skills progression for each year group, ensuring progressive history skills are taught. History was then integrated into curriculum topics.

Pupils in Key Stage 1 develop an awareness of the past by using common words and phrases relating to the passing of time. They use a chronological framework to understand where people and events fit within their topic of study. Children think of, ask and answer questions, using other resources to display their knowledge and understanding of key features and events.

Pupils in Key Stage 2 continue to develop a chronologically secure knowledge and understanding of British, local and world history by analysing a range of sources. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children devise and respond to historically valid questions about change, cause, similarity and difference and significance.

Children are given as many opportunities as possible to visit sites of historical importance. Visitors are also encouraged to come into the school and talk about their experiences of events in the past.

### **Equal opportunities**

All children have equal access to the curriculum regardless of their race, gender, disability or ability.

Where possible, British history is set within the context of Europe and the World. Resources are carefully selected to include a range of perspectives from men, when, different races, different nations and/or religious groups.

History enables pupils to learn about other cultures promoting respect and positive attitudes towards others; it recognises that the pupil's own cultural background is an invaluable resource which may give an alternative view of events from the past as well as the present.

### **Adaptive Teaching**

The National Curriculum provides a broad and balanced education for all children. Throughout all teaching and learning at Newlands, we provide opportunities that enable all pupils to make good progress. We do this by setting suitable challenges and responding to each child's individual needs, as well as choosing activities to suit each year group and lesson. Teaching is adapted to meet the needs of all pupils. Appropriate support, whether adult support or the use of manipulatives or other extra learning resources, is given to any child that needs it to move their learning forwards.