




<div> <div>  <p>Con Dover Church of England Primary School Love Each Other and Know We Are Loved Love Forgiveness Trust</p> </div> <div>  <p>St Edward's Church of England Primary School Love Each Other and Know We Are Loved Love Forgiveness Trust</p> </div> <div>  <p>BITTERLEY C OF E PRIMARY SCHOOL "Be courageous; be strong. Do everything in love" (1 Corinthians 16:13-14)</p> </div> </div>	
History 2023 – 24	
Intent	<p>We want children to:</p> <ul style="list-style-type: none"> • to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. • develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. • build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. • appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. • build their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History. • understand how historians study the past and construct accounts and the skills to carry out their own historical enquiries. • be prepared for their future learning in History. Our curriculum aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Implementation	<ul style="list-style-type: none"> • Our curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. • Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. • The timeline that we use in lessons supports children in developing this chronological awareness. Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions. • Over the course of our curriculum, children develop their understanding of the following key disciplinary concepts: <ul style="list-style-type: none"> ❖ Change and continuity ❖ Cause and consequence ❖ Similarities and differences ❖ Historical significance ❖ Historical interpretations ❖ Sources of evidence • These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the school, they will create their own historical enquiries to study using sources and the skills they have developed. • Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History. • Our curriculum follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods. • History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve. • Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied. • Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available
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	<p>when required. Classroom displays support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.</p> <ul style="list-style-type: none"> • Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.
Impact	<p>...who</p> <ul style="list-style-type: none"> • leave Condoval Primary School equipped with a range of skills to enable them to succeed in their secondary education. • they will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. • They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.