



History Curriculum Statement

		Curious	Creative			Confident	
Intent	<p>At Montpelier, History will allow children to grow confidence in their knowledge of the past locally, nationally and globally. This will be done through the development of their understanding of chronology and using a range of sources and experiences to spark their curiosity, making creative interpretations of the past. As we live in a city steeped in History, children will celebrate and recognise key moments in the story of where we live and how links to the past have shaped life in modern Plymouth. We will use the human aspects of History: achievements, housing, entertainment, food, society and beliefs to allow children to make links to the past and develop their understanding of the bigger picture.</p>						
Implementation	What	KS1			KS2		
		<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods own locality. 			<ul style="list-style-type: none"> Ensure a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. They understand how our knowledge of the past is constructed from a range of sources. 		
	How	<p style="text-align: center;">We begin our units with a time line based lesson to develop children’s understanding of chronology Immersing themselves in local, national and world history</p> <p style="text-align: center;">We use trips to significant historical to bring History to life for the children and help them to understand the connection between the past and present. We have History themed days where the children are immersed in a historical period, they can taste the food from the period and experience crafts from the past.</p> <p style="text-align: center;">We celebrate our learning with parent museum evenings Quality teaching of history each half a term</p> <p style="text-align: center;">Cross– curricular connections where possible, for example in the choice of reading texts. Boxes of engaging books and artefacts for children to have access to. Specialist visitors to share their passion for the subject Visiting our local Plymouth historical buildings</p>					
Fingertip Knowledge	To have an understanding of the key periods of history and how they relate	To recognise key people associated with events	To know some history about their local area	Different historical sources and their reliability. Bias in resources/reliability	An interest in the past and what has gone before.	Who the Queen/Prime Minister is and other significant monarchs/politicians	How to use a timeline to understand periods of history
Assessment	Regular formative assessment		Pupil conferencing		Quizzing		Children’s response to a summative assessment statement
Impact	Quality of education			Behaviour and attitudes		Personal development	

Children are chronologically secure and have a sound understanding of historical events, locally, nationally and globally and how these link together.

Devise historically valid questions about change, cause, similarity and difference, and significance. Show respect when learning about the struggles of people in the past developing an understanding of how we can learn from the past.

They should construct informed responses that involve thoughtful selection, making connections in what they have learnt. Understand how thinking critically about where we get our information from helps to decide its reliability.