



## History

### Subject Intent

At St Luke's, we aim to provide high-quality history lessons that give children a breadth of knowledge, to inspire them to become curious to learn more about Britain's past and that of the wider world. Questions, used at the beginning of a new topic, allow children to have some ownership on their learning and share some fascinating facts which they already know and some things they would like to learn about during that topic. Our History Curriculum ensures children have opportunities to investigate and interpret the past and assist them in acting like Historians.

In Key Stage One, pupils develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils learn about changes within living memory and events beyond living memory, which are significant nationally and globally, alongside learning about the lives of individuals who have contributed to national and international achievements. Pupils are given opportunities to obtain an understanding of chronology through the use of timelines.

In Stage Two, pupils continue to develop and secure their chronological knowledge and understanding of British, Local and World History. They are given opportunities to establish connections, contrasts and trends over periods of time which assist them in asking significant questions about change, similarities and differences.

We aim for our lessons to be enjoyable and aspire for children to have a love for learning about History.

### National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.