

Nun Monkton Foundation Primary School

"Be curious, be brave and believe"



HISTORY STATEMENT OF INTENT

INTENT

At Nun Monkton we strive to develop children who are curious about the past and keen to find out about changes through time. Children will understand chronology, have a sense of time passing and can enquire about the past, think critically and be evaluative. They will understand that things were different before they were born and be inquisitive about finding out similarities and differences about life then and now. Our pupils will know about different historical sources and can use them to support their understanding of history.

Through studying a range of historical periods from this country and other parts of the world, children will have knowledge and understanding of Britain's past and that of the wider world. They will understand the diversity of societies and relationships between different groups, as well as the impact of events on ordinary people's lives.

Through studying significant historical events and time periods, children will build up an increasing knowledge and understanding of change, its causes and consequences.

IMPLEMENTATION

The following five areas of historical study will be taught so that children have opportunity to learn and progress with the five key skills of

No.	Theme	What?	KEY TEACHING
1	HISTORICAL CHRONOLOGY	<i>A coherent knowledge of understanding of Britain's past and that of the wider world</i>	<i>A variety of history from ancient civilisations, non-Europeans society and their impact; Britain before 1066, Britain after 1066, Key people, key events and able to put historical content (including their own experience) into chronological order</i>
2	HISTORICAL CONCEPTS	<i>Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between as well as their own identity and the challenges of time</i>	<i>Change and continuity Similarities and differences</i>
3	HISTORICAL INTERPRETATION	<i>Think critically, weigh evidence, sift arguments and develop perspective and judgement</i>	<i>Evidence & interpretation</i>
4	HISTORICAL ENQUIRY	<i>To inspire curiosity to know more about the past and ask perceptive questions</i>	<i>Cause and consequence</i>
5	HISTORICAL COMMUNICATION	<i>To create their own structured accounts including written narratives and analysis</i>	<i>Historical significance of events</i>

Through carefully chosen history study units (one per term, which are taught in blocks) our history curriculum fulfils the KS1 and KS2 curriculum requirements of:

1. KS1: studying significant famous people in History **(One in Year 1 and another in Y2)** personal and local history and significant events.
2. KS2: Local history
3. Ancient civilisation

4. British History Before 1066 (teach chronologically)
5. British History After 1066 (teach chronologically)
6. Broader history

Due to fluctuating composition of classes in our small school we cannot follow a strict 2, 3 or 4 year rolling programme. We have classes that span key stages and sometimes have 2 or 3 year groups in, so it isn't always possible to teach pupils the historical units chronologically

Our chosen themes are detailed on the document 'History at Nun Monkton School' with the theme key question, the historical skill progression and possible resource support. Key vocabulary has been identified for each unit of history to be covered; opportunities for enhancement through visitors, visits to places or to use people as historical sources when studying local history are all planned in our History curriculum.

IMPACT

- Children will have a good sense of the chronology of key events in History.
- Children will have a good understanding of what life was like for people in the past and compare changes over time.
- Children will know about the history in other parts of the world, as well as the country they come from or live in - and what life was like in the past.
- Links between subjects such as English Geography, Computing and BR will help children to use historical skills in other subject areas.
- Children will have a broad understanding of history beyond their own locality and will use their knowledge of history to influence the decisions they may make in their lives.

Our History teaching and learning supports the following school aims:

- Enable children to become **independent** and **confident** learners; **well-rounded** characters who are **self-aware**, **reflective** and **resilient** individuals.
- **Care for and about each other**, be **courteous** and **empathetic**, showing **respect** and **understanding** towards everyone.
- Create a **safe and stimulating** place where children are **happy** and **enthusiastic** learners, where they learn how to keep themselves **safe and healthy**, able to **communicate** & work in a **team**, developing **confidence** and **life skills** together.
- Encourage everyone to have **high expectations** of **themselves and others**, **supporting** and **challenging** everyone to **achieve** their best, developing a strong **work ethic**, **self-motivation** and taking **pride** in their achievements.
- Enable children to develop an **understanding of the wider world** through learning and exposure to a **variety of cultures**, **ideas** and **beliefs**, **respecting** and **recognising individuality** and **diversity**.
- Provide a **wide range of interesting and exciting learning opportunities** to **enthuse** everyone to be lifelong learners, through engagement in a curriculum that instils **values for life** and **prepares pupils** for wherever their journey takes them as adults.

