



Curriculum intent: History

Historical Vocabulary

Historical Questions

Stories & Sources

Historical Concepts

Purpose of Study

A high-quality history education provides pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire curiosity and equip children to generate perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils 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.

Who is the Little Thurrock Historian?

The Little Thurrock Historian has a strong understanding of chronology and can confidently make connections across local, British and world history. They can generate critical and historically- valid questions about the past and suggest how to find the answers. They can efficiently and effectively use an increasingly wide range of stories and sources and can weigh, sift, select and organise relevant information. The Little Thurrock Historian has a strong grasp of the correct historical vocabulary and can apply this to communicate historically in a range of ways. Our Thematic approach is woven through KS2 to encourage development of chronological understanding; through purposeful, engaging learning opportunities encourage a love of learning about history. The Historical Objectives across all strands are revisited and embedded within and across year groups and key stages to ensure cumulative fluency.

Our Curriculum Rationale

We believe chronology is fundamental in the delivery of history and believe we can only truly embed a sense of chronological understanding if we design our curriculum to achieve this; this is why we centre learning around the most recent aspects of history to our youngest children and take a step back in time every year consequently by working backwards chronologically from most recent history in KS1 to the Stone Age in Y6.

The design of our History curriculum is based on the schema theory and allows children to progress in their understanding of knowledge through the appropriate deliberate building of skills as opposed to limited learning experiences with limited 'take-aways'. This will ensure our pupils will be able to make a link between world and British history and the concept of hundreds / thousands etc. of years ago.

It is really important our curriculum is bespoke to our community and therefore, locality is also thread through the design. This ensures our children inherit a real sense of belonging and understanding of the changes over time in their locality that have led to their very existence.

We focus on locality and significance of people and events in KS1 deliberately in order to develop their understanding of 'significance' of era / periods in KS2 (again without these solid building blocks in KS1, how could we expect them to appreciate civilisations etc.)

We provide a breadth of stimuli as the vehicle in which we deliver this learning and revisit each era through the school's use of a timeline to truly embed this understanding & to develop cumulative fluency of how Britain and then the world history has evolved)