



Learning & growing together,  
taking every opportunity.

ACHIEVE - RESPECT - ADVENTURE

# History Intent Statement

At Newton Poppleford Primary we see history as a driving subject through which children learn about the world around them; recognise their place in society and understand how the events of the past have shaped the world and society they live in today.

We teach our pupils to be inspired by history and desire to know more about Britain's past, that of the wider world and that of Newton Poppleford. By building up knowledge of the past and questioning past events, children will build up a clearer understanding of the present time, which will prepare them for the future giving them the cultural capital they will need to be successful in society. We recognise this as 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' We believe the study of historical figures and periods is essential in achieving this aim.

The programme of study for history states that 'History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationship between different groups, as well as their own identity and the challenges of their time.'

At Newton Poppleford Primary School, pupils are taught to approach their learning as a Historian. We aim to give them a strong foundation of knowledge and skills through an approach that teaches both the substantive knowledge and disciplinary skills that pupils will need. These skills and knowledge are taught through an enquiry based curriculum and are mapped to build on previous learning. We have purposefully sequenced our curriculum in KS2 so that children retain more and see history as a coherent narrative as opposed to a series of isolated facts.

First order and abstract historical concepts and terms, are carefully developed across the key stages, so that pupils develop a grounded understanding of, for example, monarchy or settlement rooted in the past. We want children to delve deeply into history and understand how life, culture and different civilisations existed in comparison to our modern twenty-first century world. Within this History curriculum, pupils are taught subject specific vocabulary and are taught to use this within their own structured historical accounts. Second order concepts such as continuity and change, cause and consequence, similarity difference and significance permeate all teaching. These concepts are fundamental to our enquiry based approach and are used to frame questions, draw contrasts and recognise trends to deepen understanding.

History excursions and visitors are planned for all year groups in KS1 and KS2. These experiences enrich our offering and allow pupils to gain historical perspective and contextual understanding. We provide pupils with experiences beyond their own day to day lives but enable them to build on the knowledge and skills taught in History lessons.

Local history permeates our curriculum. Units of British history always incorporate a local study. These are framed around questions that relate back to the children's personal experience of community and locality. As a school, we believe history gives pupils a cultural and societal identity through a contextual understanding of how the events of the past shape modern life in Britain today.

The History curriculum at Newton Poppleford Primary is diverse and ensures that our pupils and our community are represented in the people and places that are studied. We ensure that teaching and learning about diversity is

related to all aspects of 'big-picture history' including local, regional and British, European and world history from the distant to recent past. We endeavour to go beyond tokenism in our response to diversity and ensure that we go beyond looking at significant people, specific groups or events to understand the diverse experiences of people during specific periods and events in the past.

### **EYFS and Keystage One**

In EYFS, children develop their emerging knowledge and understanding of the world through 7 areas of learning and development. A particular focus is on the concept of 'past and present' where children learn the key foundational knowledge of understanding what the terms 'now', 'before', 'past' and 'present' mean, and how they can use this terminology to understand where they fit in within their own family and communities' history. With this understanding, they begin to develop their historical thinking by exploring history through stories, key events and historical sources.

From EYFS to KS1, the curriculum is laid out to develop their emerging knowledge and understanding of how changes occur over a generational period by comparing now to the past within living memory. Children also start to look further out of their own sphere and start looking at significant periods and significant people and events in history. This phase lays down the foundations to develop the skills they need to understand where they fit in history and what 'makes' history.

### **Keystage 2**

We want children to develop a coherent, chronological narrative from the earliest times to the present day and teach British History in chronological order. All sequences refer to timelines and build upon previous understanding. This chronology allows children to see how history led up to and shaped the world today. Children get the opportunity to learn about Ancient Civilisations and non-European societies, which they link and compare with life in Britain in that same time period. Each term's topic has an immersive lesson or experience in which children get 'hooked' into the topic. The children are provided with a Knowledge Organiser for each unit of learning. This organiser includes the key information and vocabulary they will need during their lessons. They are regularly referred to as a key support to their learning and aide memoire.

Each unit is led by an overall enquiry question which breaks down into key learning questions that shape each lesson. By the end of each lesson, children can use their reasoning skills to discuss and 'answer' their enquiry question. Teachers adapt learning outcomes to ensure that all children (including those with SEND) can communicate and present their understanding.

