



Nurturing the Future, Inspiring Success

History

Intent

At North Farnborough Infant school, we believe our high quality, ambitious history curriculum, encourages our children to be active learners who are inspired and shaped by the acts and thoughts of those before them. We want our children to understand their place in the world, locally, nationally and globally by being immersed and influenced by our history. Our curriculum inspires children's curiosity to know more about the past. We challenge our children to ask perceptive questions, think critically, explore evidence, develop perspective, form arguments and make judgements. Through developing a strong knowledge of chronology, they can organise and understand the past and use this knowledge to inform their life choices, learning from the past, working together to make a better future.

Our curriculum follows the aims of the National Curriculum for History 2014 to enable all children to achieve the following outcomes:

- 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.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

We alternate our history and geography topics, ensuring that our children receive a well-rounded teaching of the humanities subjects throughout the year. Children use learning journeys to record learning in a way that is memorable to them at the end of each unit or lesson.

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. Teachers have created medium term planning for each block, ensuring the progression of skills is met.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Outcomes of work are monitored to ensure that they reflect a sound understanding of key skills and knowledge.

Safe Respectful Ready