



Subject Statement 2024-2025

Subject: History

Leader: Lucie Clarke

Quote that guides us: 'A people without the knowledge of their past history, origin and culture is like a tree without roots.' Marcus Garvey

At Portreath School we have devised a history curriculum that matches the ambition of the National Curriculum and embodies the elements of our school motto: Be curious, creative and courageous to grow and make a difference.

We want children to be **curious** about what life was like in the past, asking questions to promote discussion and exploration of past events, happenings and changes. We celebrate that it is people's curiosity that has driven many changes and developments in the past.

We want children to be **creative** in their thinking and interpretation of historical evidence. We provide opportunities for children to present their knowledge and historical understanding using their own creativity to produce a variety of different end points. We acknowledge the importance of how creative people have been in the past.

We explore how people in the past have been **courageous** and how this has driven changes, developments and provided what are now regarded as key historical moments.

We have identified 7 **golden threads** that are the key concepts that weave throughout our history curriculum. They are: **Civilisations, Empathy for the Citizens, Evidence, Chronology, Significant Individuals, Local Area and Impact**. These threads start in the EYFS and link the learning in history together across the school. By considering these threads when planning the EYFS team start to 'plant the seed' of these concepts and prepare the children for their journey in KS1 and 2. The children can develop so many of the key skills needed at a very early age. For example, in EYFS, children asking questions is a key skill developed and this is an essential tool in being a great historian.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexities 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. (National Curriculum for History 2014)

Key Concepts:

- History is the study of past events involving humans.
- Events that happened before written records is pre-history.
- That change is a process that happens over time affecting people and places.
- That certain events within and beyond living memory are significant in the impact they have on current and further generations.
- That history is shaped by the people of the time (including ourselves).
- We learn about history through the study of primary and secondary sources including: word of mouth, artefacts, maps, photos etc.



History within our school is taught through a historical topic approach, we make sure that children recognise the history as a discreet subject and are able to talk about what history is as well as what it is like to be a historian. We provide rich, engaging teaching and learning opportunities encouraging the children to see themselves as historians and as history as a subject that is both fascinating and important. We endeavour to make history relevant to the children and to wherever possible explore local links. We use the lives of significant people and also story books as starting points for topics.

History is often brought into the classroom through children's own interests too – an example of this is when whilst studying the school's old logbook the children were inspired to research why a significant number of boys appeared on role in early September 1940. We want history to be current, exciting and relevant and as well as ancient, elusive and mysterious. It is our role to build the children's cultural capital, and the history curriculum has a key role in providing this; it also contributes towards raising aspirations by studying people who have made a significant difference in the past.

Curriculum Design

History is taught in half term blocks with three key history topics being covered each year in every class. These units link to and build on the previous units. Due to mixed year groups in year 3, 4 and 5 we have a two-year rolling programme for Birch and Oak Class. To ensure a clear sequence of learning each unit has a clear planning document. These detail the progression and small steps that build towards key end points that link to the National Curriculum. Vocabulary is a key focus and key tier 3 vocabulary is identified for each topic. The historical topics taught are those which either document a significant event of the time or demonstrate significant changes that have impact on the lives we lead today.

Reactivation of previous learning is embedded in all lessons. The history curriculum includes topics focussing on angles of local, national and international historical points in time. It is linked to both other subjects and given a "real" context wherever possible.

We make good use of visits and visitors and think carefully about the timing of this to ensure the most learning happens as a result

Resources

A key golden thread running through all lessons is the development of an understanding of chronology. We have created our own timeline, which shows British history and also the world history that we cover, this is referred to in every history lesson and is displayed in every classroom. We also have a cross curricular pictorial timeline of 100 significant people children will "meet" during their time at this school. Research is supported by the use of both primary and secondary resources e.g maps, photographs, artefacts, newspaper, visitors experiences etc.

Knowledge Focused

Each class has a Knowledge Organiser for the History units. The KO is used regularly and sent home to ensure this key information is remembered and can be retrieved. Leaflets about the topic are also sent home so parents can support learning at home. Class novels and non – fiction readers are often linked to the history topic and this helps make knowledge 'sticky', there is a reason for understanding and remembering the information. It also gives them the opportunity to apply what they have learnt.

Training

The history lead takes part in the Crofty network meeting and cascades relevant training during staff meetings and INSETS. Teachers always research time periods they are about to teach and the history lead offers



support and signposts staff to relevant resources and CPPD materials. We are looking to have some further training through staff meetings.

Next Steps

- **Full implementation of new curriculum**
- **Reactivation of knowledge taught this year and in previous years**
- **Monitoring of implementation of new curriculum**
- **Embedding understanding of chronology**
- **Ensuring a range of visitors and visits take place to enrich the curriculum**