

Curriculum Statement of Intent

Teaching and learning of History



INTENT	At Thorpe Primary Academy, our History provision aims to develop our pupils’ natural curiosity about Britain’s past and that of the wider world, allowing them the opportunity to think critically about historical events and contextually develop a broader perspective and understanding. Making historic links to local history. We aim to engage the children by exposing them to a range of time periods throughout history, for them to gain an understanding of a variety of historical concepts and processes. By providing this exposure to appropriate and accurate historical enquiry through quality teaching and supporting this using a range of sources (both primary and secondary), trips, visits, visitors with subject specific knowledge and themed days, we aim to cultivate our pupils’ critical and evaluative skills for them to challenge their own as well as other’s views and preconceptions. Thoughtful discussion, questioning and analysis are all encouraged when approaching a new topic/theme, in hopes that this will equip our pupils with the ability to identify patterns and themes throughout history as well as providing them with the ability to link these to the challenges of their own time.			
	Underpinned by	Vocabulary	Questioning	Knowledge
	Thorpe Primary Academy pupils will gain exposure to and develop an understanding of vocabulary related to specific topics of history.	In order to develop their enquiry skills, pupils will learn to effectively question historical sources (both primary and secondary).	Pupils at Thorpe Primary Academy will not only develop their knowledge of a variety of historical periods but also learn to make effective and purposeful links between these different periods. While understanding our local history.	Thorpe Primary Academy pupils will gain an understanding of chronology and be able to identify patterns and themes between significant historical periods.

IMPLEMENTATION	SEND	External Stimuli	Projects
	The adaptation of curriculum delivery in relation to History to provide exposure of historical knowledge and skills to all learners.	An opportunity for children to develop their historical understanding beyond the classroom; for example, through trips, historically themed days etc.	Children given the opportunity to further explore aspects of their historical learning that excite them through different mediums, including cross-curricular activities.
	Local Links	Questioning	Themed Days/Weeks/visitors to school
	To develop the children's contextual awareness, historical links within the local community will be established, where possible.	The cultivation and promotion of deeper thinking to question as well as consider different viewpoints.	Themed Days/Weeks to celebrate and bring awareness to groups of people and their impact throughout history, for example, Black History Month and International Women's Day. Classes will have themed days based on period of history they are studying for example Egyptian day in Year 3. We also use outside agencies, for example Portals to the past to come into school to run the themed days in place of a trip. This will also be more cost effective.

IMPACT	By the end of the year, pupils will have gained knowledge and exposure to specific historical periods, being able to apply this knowledge to a deepening and developing understanding of chronology and utilising historical vocabulary relating to these time periods. Children will become increasingly aware of how historical events have shaped the world that they currently live in and have a strong sense of chronology. We aim to cultivate their curiosity to allow them to develop an evaluative approach to the areas of history that they are exposed to and beyond.			
	Pupil Voice	Evidence in knowledge	Evidence in skills	Breadth and depth
	The cultivation of genuine interest and curiosity in relation to areas of history will provide pupils the opportunity to engage in evaluative discussion and feedback.	Pupils can make links and recognise the similarities and differences between different time periods, key events and historical figures.	Pupils can effectively utilise key vocabulary that they have been exposed to in relation to a certain period of time, as well as analyse and interpret information in order to reflect upon it as well as hold an evaluative approach to it.	Opportunities are planned by teachers in order to allow pupils to expand upon their knowledge, make links and deepen their contextual understanding of historical periods in time.