



High aspirations - Valuing learning – Achievement for all

Vision Statement: *Historians*

1. Rationale

- 1.1 The school defines the school's curriculum vision with the *HVA Curriculum Part 1: The vision*. The purpose of this document is to clarify the vision for children as Historians.

2.0 Curriculum

- 2.1 Children will learn to 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.
- 2.2 Children will learn to 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.
- 2.3 Children will learn to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 2.4 Children will learn to 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.
- 2.5 Children will learn to 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
- 2.6 Children will learn to 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
- 2.7 Children are given opportunities to gain a coherent knowledge and understanding of Britain's past and that of the wider world as Historians both through discrete and holistic study. They will develop key knowledge about specific and skills are taught through the following:
- Historical contexts in Britain's past and that of the wider world as identified in the national curriculum
 - Enrichment opportunities linked to contexts
 - Linked historical contexts extending from wider curriculum.

3.0 Historical contexts as identified in the national curriculum

- 3.1 The school has chosen to select contexts identified in the Key Stage 1 and Key Stage 2 national curriculum for History.

4.0 Enrichment opportunities linked to contexts

- 4.1 As part of the studying specific historical contexts, we believe children's learning will be further enhanced when they experience enriching opportunities, such as school trips or visitors.
- 4.2 School trips or visitors, when carefully planned, provide children with opportunities to gain insight into places in history with first-hand experience of buildings, artefacts and

even characteristics. Bringing *history to life* plays an important role in supporting children's conceptual understanding of life in the past.

5.0 **Linked historical contexts** extending from wider curriculum

- 5.1. When teaching the wider curriculum, as geographers or scientists, we believe that making links to historical references will further compliment children's understanding and skills as historians.
- 5.2. Opportunities to engage with local and national commemorative events also serve to reinforce children's understanding and skills as historians, as well ignite children's passion and interests to be historians.

6.0 **Review**

- 6.1. This document will be reviewed: July 2019