



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

Subject Leaders Curriculum Statement for History

September 2024

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Intent:

At Nutfield Church Primary School, we believe that History stands out as a distinctive subject due to its capacity to connect the past, present, and future. By engaging with historical studies, children gain insights into past events and everyday life, allowing them to draw comparisons with their current experiences. They often recognize the influence of historical events on their own lives, understanding how these factors shape contemporary living. The study of history fosters essential skills such as investigation, comparison, reasoning, and data presentation.

Implementation:

During Key Stage 1, children learn about influential historical figures who have played pivotal roles in national and global achievements, especially those who overcame challenges to make a difference. They are motivated to ask questions that enhance their understanding of how history has shaped the present. Upon entering Key Stage 2, children will encounter various historical periods for the first time, fostering a chronological perspective that covers topics from the Stone Age through the twentieth century and beyond. These subjects will be interrelated, enabling children to comprehend the sequence of events and make meaningful comparisons. Lessons will be structured over a half-term, with Geography taught in the subsequent term.

Impact:
At the conclusion of each half term, we carry out evaluations of the children, examining their work throughout the term to gauge their progress and achievements. By the end of our instruction, we aim for the children to have a comprehensive grasp of each historical subject addressed. Our goal is for them to retain essential historical information that relates to real-world scenarios, thereby enhancing their overall knowledge, memory, and comprehension. In Key Stage 2, we specifically encourage children to discuss history in a chronological sequence and to articulate comparisons between various historical eras.
How does your subject promote diversity and help our children understand diversity?
The study of history presents significant opportunities to explore diverse cultures and the reasons behind their development throughout the ages. Children have the chance to compare their own lives with those of people from the cultures they are examining. As they refine their historical skills, they can provide explanations for the evolution of these cultures. Careful attention is given to ensuring that a variety of representations are included in the topics covered.
How does your subject help children understand SMSC?
Social:
Key into the past, how people lived historically and how it compares to today.
Moral:
Learning from mistakes.
Spiritual:
Possible impact of different religions on historical events.
Cultural:
How the different cultures have changed over time.
How do you ensure pupil premium, SEND and other disadvantaged children can fully access the content?
<ul style="list-style-type: none"> • Effective use of resources • Medium term planning effectively - To ensure after each topic of History to have a keep, bin, change method. To continue to develop our Geography curriculum. • To continue being reflective – what has worked before may not have worked this time or it could be improved or changed in some way. • Ensure all pupils have access to the lesson content
Good practice in your subject to share with others:
<ul style="list-style-type: none"> • Effective use of resources • Medium term planning effectively - To ensure after each topic of geography to have a keep, bin, change method. To continue to develop our Geography curriculum. • To continue being reflective – what has worked before may not have worked this time or it could be improved or changed in some way. • Ensure all pupils have access to the lesson content

Ofsted defines Cultural Capital as: As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is 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.'

How does your subject add to the cultural capital for children?

History provides an understanding of historical legacies and how events in the past have developed how we now live today.

An Exemplar - Progression of one key skill from Reception to Year 6: History Chronology

Reception	Understand the past through settings, characters and events encountered in books read in class and story-telling.
Year 1	To develop and awareness of the past.
Year 2	To continue develop and awareness of the past.
Year 3	To begin to develop knowledge and understanding of British and world History.
Year 4	To further develop knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Year 5	To begin to develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Year 6	To develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

What else Subject Leaders do:

- Monitor the long term planning on the school website for all year groups.
- Subject leaders contribute to the planning, creative ideas, staff training, assessment and resourcing.
- Termly subject leaders analyse the data and produce a report for teaching staff.
- Termly book looks to check standards are being kept and learning objectives met.

Questions children could ask:

- How do we know these things happened eg. Pre-history?
- Why does it matter?
- How will the past affect the future? Could it? Should it?

Questions Ofsted, parents or Governors could ask:

- What are the aims of your curriculum?
- What is your vision?
- How do you sequence learning?
- How do you make sure children have the requisite skills?
- How do SEND and PP children do in your subject?
- What attainment and progress is there?
- What are the key skills? How do you build on this year on year?
- How do you know if children are making expected progress?
- How do you support children?
- What training do you give to staff to make sure they have the necessary skills?

Also see:

SDP for main priorities this year for each curriculum subject

Nutfield Church Geography Curriculum:

<https://nutfieldchurchprimary.co.uk/wp-content/uploads/2024/01/History-Curriculum-Overview-2023-2024.pdf>

History National Curriculum:

https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf

This document has been written specifically by the subject leader. This document is for anyone who is interested in reading about why and how we teach this subject.