



Picknalls First School

History Curriculum Statement 2024-2025



Intent

At Picknalls First School our whole curriculum is driven by a commitment to fostering creativity, critical thinking, and a love for lifelong learning. We aim to provide a well-rounded education that nurtures each child's unique talents and prepares them for future challenges. We will teach children at Picknalls to have or be:

Skillful - At Picknalls First School we want all children to be skilful, turning new and imaginative ideas into reality through self-expression and a curiosity for learning. Children are encouraged to think creatively in all that they do and explore new ways of solving problems and answering questions.

Teamwork - At Picknalls First School we want all children to value and respect all members of the community. Children at Picknalls will be taught the skills for life to empower them to be good citizens and to contribute to the community.

Aspiration - At Picknalls First School we want all children to aspire towards greatness. To be productive, aim high and succeed. Expanding their knowledge of the world by nurturing their interests as well as encouraging fearlessness of things that are new or unknown by creating exciting, inspiring opportunities.

Resilient - At Picknalls First School we want all children to have the mental and physical resilience to be successful and happy and be confident in tackling all obstacles that come their way.

Through these curriculum drivers we will encourage ALL children at Picknalls to become the stars of the future and shine bright in our community!

The **intent** of our history curriculum is to deliver the aims of the National Curriculum in a way that creates curious, independent and reflective historians. We want to increase the children's historical knowledge by learning about past events in Britain and the wider world, in chronological order, from the earliest times to the present day, building on prior knowledge and understanding. They will observe how things have changed, noting similarities and differences. Picknalls' historians will be curious enough to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. A sequential and cumulative curriculum allows pupils to understand the complexity 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.

Implementation

- Our history curriculum is designed to be progressive, starting off with topics relating to the children themselves in Key Stage 1, such as Me and my family, and moving on to wider subject material, such as the Stone Age and the Romans in Key Stage 2. Knowledge and skills are revisited and built upon over time.
- Teachers use a variety of instructional strategies, including direct teaching, collaborative projects, and inquiry-based learning, to engage children and cater for different learning styles. High-quality resources such as artefacts, photographs, maps, books and digital tools are used to enhance learning and provide practical experiences. Trips, visitors and outdoor learning experiences, where possible, help to bring history to life. Involving parents and the community also enriches the children's learning.
- Where possible links will be made with other subjects, such as English, Maths and Art.
- Our curriculum is designed to be inclusive and will be adapted for SEND children, as well as challenging for gifted and talented children.
- Assessment is continuous and varied, encompassing formative assessments such as quizzes, observations, and class discussions, as well as summative assessments like projects and written assignments. This ensures a comprehensive evaluation of students' progress and understanding.
- Professional development for teachers is important, to ensure they are well-equipped with the latest knowledge and teaching strategies. Regular collaboration and planning meetings enable teachers to share best practices and resources, fostering a cohesive and dynamic teaching environment

Impact

Knowledge and Understanding:

Historical Awareness: Students will gain a deep understanding of key historical concepts, **society, equality and inequality, inventions, and power**. They will be able to connect these concepts to different historical periods and events.

Contextual Knowledge: Children will be able to place historical events within a broader context, understanding how these events have shaped modern society.

Critical Thinking and Analytical Skills:

Source Analysis: Students will develop the ability to analyse historical sources critically, distinguishing between different types of evidence and evaluating their reliability.

Cause and Effect: They will understand the cause-and-effect relationships between historical events and broader societal changes.

Personal Development:

Empathy and Perspective: Through exploring themes of equality and inequality, students will develop empathy and an understanding of diverse perspectives, fostering a sense of social justice and inclusion.

Curiosity and Enthusiasm: The curriculum aims to inspire a lifelong interest in history, encouraging students to ask questions and seek knowledge beyond the classroom.

Skills Development:

Communication: Students will enhance their ability to articulate historical arguments and narratives, both orally and in writing.

Collaboration: Group projects and discussions will foster teamwork and collaborative learning.

Values and Citizenship:

Social Responsibility: By understanding historical inequalities and power dynamics, students will be better prepared to contribute positively to society and advocate for fairness and justice.

Civic Awareness: Knowledge of past inventions and societal changes will help students appreciate the importance of innovation and community engagement in shaping a better future.

Academic Achievement:

Progression: Students will demonstrate measurable progress in their historical knowledge and skills, which will be reflected in assessments and their ability to tackle more complex historical enquiries as they advance.

Foundation for Future Learning: The curriculum will provide a strong foundation for future historical study, equipping students with the necessary skills and knowledge to succeed in future educational stages.

Cultural Capital in History

Cultural capital plays a vital role in the history curriculum at our first school, as it equips students with the knowledge and understanding necessary to appreciate and engage with the past. By exploring significant historical events, figures, and periods, children develop a deeper awareness of their heritage and the diverse cultures that have shaped our society. This foundation fosters a sense of identity and belonging, empowering students to participate actively and responsibly in their communities. Our intent is to inspire curiosity and critical thinking, ensuring that every child recognizes the value of history in understanding the present and shaping the future.

History Action Plan 2024 2025



To ensure staff have more detailed medium-term plans to help deliver the curriculum



To look at and purchase the resources needed to implement the new curriculum for History

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