

History

Intent statement

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt

At Marcham CE Primary school we aim to develop an understanding of the history of Britain as well as learn about ancient civilisations from around the world. We encourage students to make connections to the past and how that is having an impact on us today using our curriculum lenses.

We follow the guidance laid down in the National Curriculum which equips the pupils to "ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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."

Our curriculum identifies themes that can be revisited in multiple topics across their time at school and provides the link between historical knowledge. They also show how the changes and advances made by different civilisations can affect how societies function today.

The national curriculum for History aims to ensure that all pupils:

- 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
- 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;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- 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;
- 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 History – key stages 1 and 2
- 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.

"A people without knowledge of their past history, origin and culture is like a tree without roots"

Marcus Garvey