

Clockhouse Primary School

The Clockhouse Curriculum



Our History Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, our History ensures that the children are exposed to and gain a coherent knowledge and understanding of Britain's past and the past related to the wider world. Our approach to the teaching of History supports other areas of the curriculum; from writing diary entries to using drama; from ordering events on a time line to comparing different periods of History. The aim of History is to provide identity. It improves decision making and judgement. It creates a mood of empathy, which will expose the children to think about how their lives relate to the past and how they can make a change. It shows models of good and responsible citizenship. It teaches how to learn from the mistakes of others. Through the subject, it helps to understand change and societal development. History provides a context from which to understand ourselves and others.

As a school, we provide a stimulating, interactive, fun and challenging History curriculum that appreciates our rich and varied historical heritage. Whilst following the National Curriculum, our aim is to ensure that children develop knowledge beyond this alongside hinterland knowledge, to ensure children have an understanding of the past and the impact this has on the present. We encourage the children ask questions about the past and to find out the answers through research and enquiry. We see the importance of children asking questions and then developing their skills of thinking, debating and evaluating in order to deepen their understanding. Through this, we want to encourage the children to be lifelong learners and to not just accept what is written or said, knowing that history is not a definitive truth, but something to be explored. We want them to be able to confidently question what they have been told. Through the learning and teaching of History we understand the importance of children engaging in the subject, which is why we aim to ensure they understand its relevance to both the past but our world today.

We endeavour to deliver an enriched curriculum so that by the time children leave Clockhouse Primary School, they are able to recall the story of the British Isles, identify significant people who have added to this History, be aware of other changes around the world and know about some other periods of History in the wider world. This is so that they are ready for the next stage in their learning and life in modern Britain.

What are we trying to achieve through the Clockhouse History Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In History, it is our intention to provide opportunities for the children to explore the History of the British Isles and to know how the past has impacted on life today and previous eras. We encourage the children to ask questions and to use their enquiry skills to delve deeper into the Historical periods studied. Children are taught how to use artefacts to research the past, how to evaluate their usefulness and how to ask questions which might arise from their research. This teaches them to be inquisitive citizens who questions decisions made at both a local and national level. We want to encourage the children to identify that there are different sides of the same story and to use what they have learnt to come up with some kind of conclusion or opinion. We want the children to identify the impact events had on all people in the named society.
- **Global Citizenship**– In History, children develop empathy of, and the ability to respond constructively to, the backgrounds, experiences, concerns and feelings and commitments of others through the study of significant people within the period of History being studied. This is not exclusive to historical figures. It will cover significant people from across all areas of the curriculum. This gives the children an awareness of what has happened in the world and the impact it has on life today. Through this they can then make sense of current issues and why certain values or ideals are prevalent today.
- **Creativity** – In History, it is our intention to provide a broad and engaging curriculum to ensure that children develop a love of learning and strong grounding for future success. It is taught through themes and in a way which builds on prior knowledge, (see the Clockhouse Golden Threads). We know that in

our school, many of the children have never had the opportunity to visit museums, travel into London or visit other parts of the United Kingdom or the wider world. We intend to give the children experiences that otherwise they would not have. Through the use of planned ‘wow’ moments, the children have the opportunity to complete workshops linked to their period of history or visit places rich in History. Through this they can see History at work and gain a life long interest in History which can then be linked to other periods of History which they will then go on to study. They will be encouraged to compare how times have changed and why countries or people have had to adapt to the time they are in. This will put them in good a good position to understand why changes within their life time have happened and the reasons behind it.

- **Aspiration** – In History, the curriculum is adapted to meet the needs to the class and individual children. Artefacts, external visitors and planned visits are used to engage and motivate all children and to result in them wanting to know more. Our intention is that the children gain a thirst for learning and a love of History. Through this the children will see that they are part of History and that their actions could have an impact on the future. We want them to aspire to being better citizens and to learn from the past and thus aspire to be a citizen who uses the past to influence how they live today and in the future. We want them to aspire to be the best they can be. For example, could they be the next Prime Minister or an MP?
- **Well-being** – In History, we follow the National Curriculum. Through the Clockhouse curriculum, we take every opportunity to link the Historical past to what life is like in Modern Britain. The children can discuss events from the past and can question the rights and wrongs of this. Through this they can develop their own values and morals about current issues. This will enable them to use events from the past to support their own opinions through their continuing use of empathy. We want the children to understand how significant people have made life better for us. We want them to see how equality has progressed over many eras.
- **Cultural Capital** – In History, it is our intention to encourage children to find out about the past and to use what they have learnt in modern Britain. We expose the children to a range of Historical sources and we teach them to evaluate their effectiveness. This is in order to provide them with the skills needed to evaluate information given to them and to use it to develop their own opinions and to ask questions. We want the children to develop their empathy skills and to be able to talk about how the past has impacted their own. We want them to be able to transfer the skills they have learnt to other periods of History which they have not yet studied. This is in order to support their life beyond Clockhouse.

How is the Clockhouse History Curriculum delivered? (Implementation)

- The History curriculum is mapped out by the Humanities Leader which meets the requirements of the National Curriculum and goes beyond its scope.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and long-term planning. The weekly/blocked planning links to progression and phase.
- The History Leader has created unit overviews for each topic taught. This ensures that links are made with Geography where appropriate. This is particularly important when the topic is History led.
- First hand experiences are very important to support the learning. This is through the use of sources, artefacts, virtual reality experiences and visits.
- Pre-conceived ideas are challenged and the children are confident when sharing their opinions.
- Chronology is not only progressive through the school and meets the demands of the national curriculum, but seeks to ensure that the children do not view history as a linear narrative or something that happens in disconnected places, but that it is a rich tapestry with links to their own locality.
- Lessons are clearly scaffolded and adapted to meet the needs of all of the children and provide a challenge for all. The use of questioning by the children, is encouraged.
- Through monitoring and evaluation, gaps in teaching and learning are identified and support is given to address these.
- The school’s Golden Threads are pivotal to the teaching of History. These allow the children to make links to their prior learning. The order in which we teach the different periods of History allows the children to build on their prior knowledge and to instil the sticky knowledge we want all children to have. The use of the Rationale for Sequencing Documents, allows staff to see where their unit of work links to the planning of long-term knowledge growth. They will see where the children have come from and where they are going to. This will also be fed through to the children through the teaching.

- The curriculum is planned thoroughly and starts with a review of the children's current knowledge. This is so that the theme can be used to address misconceptions and to move learning on.
- The leader looks for opportunities for enriched activities. This includes having visitors coming into school or for the children to visit a place linked to their topic.
- Through the teaching of the themes, we link learning back to how it impacts us today and how the different periods of History depend on one another.
- The History Leader ensures that the correct resources are available to engage the children and to support their enquiry skills.

What difference is the Clockhouse History Curriculum making? (*Impact*)

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- In History, the children will have suitable enquiry skills and will be able to use what they have found to form an opinion or conclusion. This will be both written and verbal.
- The children will be able to reflect on how the past has had an impact on today.
- The children will take pride in all that they do and will always strive to do their best.
- The children will demonstrate resilience and the ability to persevere when they encounter challenge.
- The children will develop a sense of self-awareness and become confident in their own abilities.
- All children will be ready for the next stage in their learning and life in modern Britain. They will have developed their empathy skills and will be able to apply that skill both within their studies and of the ever-changing world they will live in.
- The children will be able to talk about how the curriculum drivers link to the learning which takes place in the classroom.
- The children will become more confident in talking about how the Golden Threads are implemented through the topics.