



Our curriculum is focused on the development of every child's knowledge and skills, across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their learning. We encourage our children to: Be Curious, Be Knowledgeable, Be Adventurous, Be Creative, Be Collaborative, Be Reflective, Be Positive.

Curriculum statement for the teaching and learning of History 2021/22

INTENT	The Mullion Primary history curriculum develops children's curiosity and passion for learning about the past. We stimulate children's interest in the lives of people that lived in the past in Britain and the wider world, and realise how these have influenced our lives today. We teach children a sense of chronology to help them to put the past in context and create a chronological framework . They will identify connections, contrasts and trends over time and understand their relevance. We see learning about history as an opportunity to develop skills of enquiry and questioning, to become open minded 'historical detectives' and explore the past in an exciting way. The past comes to life when children use a variety of sources of information to find clues to take part in discussions with their peers. Through history children learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people that influenced and created significant change. Children are taught how to use the skills of a 'historian' to find evidence and understand historical concepts and processes and as a result understand why the past can be interpreted in different ways. They will use thoughtful questioning to unravel evidence and challenge preconceptions. Mullion's pupils will leave with the skills to understand the complexity of people's lives both nationally and globally and identify themes and patterns through history which are relevant and have an impact on their lives today.			
	Underpinned By	The teaching of skills	The application of skills	Vocabulary
	Mullion Primary pupils will: · understand history as a coherent and chronological narrative, drawing upon links to other periods in time · recognise how the past influences challenges in their own lives today through the understanding, evaluation and interpretation of historical evidence · know about significant people and understand their historical and cultural impact · understand how people's lives have been shaped by events that took place in the past both nationally and globally · understand historical concepts such as change, continuity and development, cause and consequence and significance and diversity to interpret the past and make links in understanding · understand substantive concepts such as civilisation, society, monarchy and invasion	Pupils are given regular opportunities to develop and apply the skills that they have been taught in history to support their learning in other curriculum subjects. They have opportunities to question, evaluate, compare and contrast using the language of a historian. Children are also taught about how history has contributed to the landscape, culture and society of their local, Cornish environment, the British Nation and the wider World.	Historical vocabulary is built upon Early Years: today, yesterday, tomorrow, past, present, memory, grandparent, future, long ago, lifetime, remember Year 1: within living memory, ancient, timeline, decade, modern, photograph, opinion, important Year 2: chronological, historian, concept, experts, websites, artefacts, evidence, impact, era, period Year 3: chronological order, millennium, colony, importance, change, oral history, first hand evidence, museum, thousands of years, invasion Year 4: BCE, AD, raids, migration, Christianity, kingdoms, invasion, civilisation, culture, democracy, consequences, causes, my conclusion is that Year 5: extent of change, first civilisations, legacy, infer, this source suggests that, this source doesn't show that, reliable, effects, significance, continuity, consequences Year 6: democracy, suffrage, I can infer that, impression, variety of sources, this sources suggests that, this source omits to mention, propaganda, extent of continuity	
IMPLEMENTATION	Curriculum Approach Children develop historical skills each year building on their prior knowledge of the threshold concepts, 'Investigate and interpret the past', 'Understand chronology', Build an overview of world history' and 'Communicate historically' They explore the Threshold Concepts through the Knowledge Categories eg 'Beliefs', 'Culture and Pastimes', 'Location', 'Travel and Exploration', etc. By exploring these knowledge categories in a number of studies of significant individuals and events in history, the children return to the same concepts over a period of time to build a strong understanding of them. Through their learning, the children have opportunities to develop their analytical, interpretation, reasoning and questioning skills and use appropriate vocabulary in context.		External Stimuli We aim to inspire our pupils by providing first hand opportunities of exploring artefacts and historical evidence through the local library service, donated pieces and through visiting museums or organising historical workshops. We are fortunate to be able to draw on Cornwall's rich historic heritage. Nearby places of interest include Marconi's monument, Goonhilly Earth Station, Chycauster ancient village, Poldark and Geevor tin mines and Carn Brae cross, Nearby sites include ancient woodland and land that has been untouched since prehistoric times.	
	Knowledge Organisers Help our pupils to relate each topic to previously studied topics and to form strong, meaningful schema. The knowledge organisers include the concepts taught and vocabulary that the children will understand and apply during their history units.	Concepts The concepts our school has adopted are taken from the Historical Association. They are built upon in rigour and number throughout each Key Stage. They have been chosen in conjunction with the comprehensive schools to ensure that children's learning is linked, broadened and deepened throughout their schooling life.	Books and assessment Children complete basic, advanced or deep learning activities, working individually, in pairs or small groups. Children's learning is recorded in their books or in KS2 on their Google Classroom platform. It may be through note-taking, diagrams, timelines, photographs, literacy or more formal investigations and explanations. Assessment takes place through ✓ informal judgements by staff during lesson in relation to the success criteria ✓ through POP tasks ✓ pupil and peer assessments At the end of a lesson or unit, teachers make a summary judgement about the learning of each pupil in relation to the success criteria outlined at the beginning of the unit, and records these judgements termly.	
	SEND The curriculum is adjusted with additional and different provision for all children who have identified SEND and have an Individual Provision Map (IPM)			
IMPACT	At the end of each year, pupils have developed their questioning and enquiry skills, and have gained a new understanding of the past and how events connect with the World			
	PUPIL VOICE Children are able to talk enthusiastically about their knowledge of history. Children across the school articulate well about the events and significant individuals they have learnt about and make links with how history has affected,	EVIDENCE IN KNOWLEDGE Pupils know how the past links to today and the future. They can use their understanding of chronology to explain impact.	EVIDENCE IN SKILLS Pupils use acquired vocabulary in lessons. They develop an understanding of the significance of past events, through use of enquiry based questioning and analysis of the rigour of artefacts and evidence to support our	BREADTH AND DEPTH Teachers plan a range of opportunities to develop knowledge of historical concepts in

	influenced and shaped the World today.		understanding of what happened in the past.	practical and creative ways.	Through the history curriculum children are taught about how democracy and law have evolved over time. What events affected and shaped the society we live in today.
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