



Curriculum statement for the teaching and learning of History 2022/23

Our aim is to instill in our children a love of learning and develop a 'can do' approach that enables them to grow ambition. Our children will develop an understanding of themselves as individuals, with their own talents and characters, as well as value the people and world around them. We are committed to preparing our children for the next stage on their journey so that they are able to grasp all and any opportunities for their future.

Intent	<p>The Mullion Primary School 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. The history curriculum design promotes a love for learning and being curious by teaching them to 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. Children are taught that through the acquisition of learning behaviours for success they will develop 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. 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 – many examples of which are underpinned by high quality texts across the curriculum and developing every child as a reader. These historical role models teach children the importance of being good citizens by celebrating differences and valuing individuality. They will use thoughtful questioning to unravel evidence and challenge preconceptions. Pupils from Mullion Primary School 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.</p>		
Underpinned by	The teaching of skills	The application of skills	Vocabulary
	<p>Mullion Primary pupils will:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils are given regular opportunities to develop and apply their learning during discussions and activities focused on the skills outlined in the school's long-term planning sequence, concept maps and milestone journeys.</p> <p>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.</p>	<p>Pupils will use appropriate vocabulary building a rich language to develop understanding. They will be supported to use and explore language development through planned subject-specific vocabulary identified at the start of a learning sequence.</p> <p>Oracy is promoted through discussion in lessons and planned questioning to generate ideas.</p>

Implementation	<p>Curriculum Approach</p> <p>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.</p> <p>They explore the Threshold Concepts through the Knowledge Categories such as Beliefs, Culture and Pastimes, Location Travel and Exploration. 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.</p> <p>Through their learning, the children have opportunities to develop their analytical, interpretation, reasoning and questioning skills and use appropriate vocabulary in context. Teachers plan a sequence of learning which is mapped on a learning journey. This identifies small learning steps that are matched to progressive milestones used for assessment. and adults to exploring the concepts and key learning again to support personal growth.</p>	<p>External Stimuli</p> <p>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.</p> <p>High quality texts provide different accounts of historical events and broader historical eras are explored through non-fiction or historical figures represented in reading. This is embedded throughout our English curriculum as cross-curricular links.</p> <p>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.</p>	<p>Resources</p> <p>Children have access to a wide variety of historical resources and are encouraged to their skills of questioning and enquiry to assess their significance, The school uses a variety of resources to enhance learning including:</p> <ul style="list-style-type: none"> ● membership of the Historical Association ● Chris Quigley curriculum companion. ● Keystage History membership for KSI <p>They can see at first hand where Marconi sent a radio message to Newfoundland, view the cables at Porthcurno telegraph museum, walk through a replica of a Victorian village and be transported back to World War II in an air raid at the Flambarads museum.</p> <p>The year 5/6 residential also revisits learning of the Romans in Britain, Prehistoric eras and early humans as well as World War II evacuation and Crime and Punishment.</p>
	<p>Milestone Journeys</p> <p>These are planned across the history curriculum to help our pupils relate each new learning sequence to previously studied concepts and to form strong, meaningful schema. The Learning journeys highlight the concepts being taught, the clear sequence of learning and vocabulary that the children will understand and apply during their history units.</p> <p>Milestone Journeys are also a tool for assessment. Each lesson leads to a milestone end point. This is then used for formative assessment and built into recap sessions throughout the sequence then used for summative assesses which informs future planning.</p>	<p>Concepts</p> <p>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 which we feed into to ensure that children's learning is linked, broadened and deepened throughout their schooling life.</p>	<p>Books and assessment</p> <p>Children complete basic, advanced or deep learning activities, working individually, in pairs or small groups. Children's learning is recorded in their books In Reception and Year I a floor book is used to map the children's learning journey which is regularly shared and viewed by the children. It may be through note-taking, diagrams, timelines, photographs, literacy or more formal investigations and explanations.</p> <p>Formative assessment takes place through:</p> <ul style="list-style-type: none"> ✓ informal judgements by staff during lesson in relation to the success criteria ✓ POP tasks ✓ pupil and peer assessments <p>At the end of a sequence, teachers make a summative judgement about the learning of each pupil in relation to the success criteria outlined at the beginning of the sequence, and records these judgements termly on a Milestone Tracker that is used by future teachers and subject leaders.</p>

Impact	<p>Our children at Mullion Primary School show a love of learning as they understand that learning extends beyond the classroom. They have the skills and support to develop a 'can do' approach that enables them to grow ambition. Our children develop their questioning and enquiry skills, and gain a new understanding of the past and how events connect with the world. We are committed to preparing all of our children for the next stage on their journey so that they are able to grasp all and any opportunities for their future.</p>				
	<p>PUPIL VOICE</p> <p>Children are able to talk enthusiastically about their knowledge of history.</p> <p>Children across the school articulate well about the events and significant individuals they have learnt about and make links with how history has affected, influenced and shaped the world today.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Pupils know how the past links to today and the future. They can use their understanding of chronology to explain impact.</p>	<p>EVIDENCE IN SKILLS</p> <p>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 understanding of what happened in the past.</p>	<p>BREADTH AND DEPTH</p> <p>Teachers plan a range of opportunities to develop knowledge of historical concepts in practical and creative ways. The curriculum is planned for revisiting concepts and this shows in their depth of knowledge as they progress through the school curriculum.</p>	<p>British Values</p> <p>The fundamental British values taught in Mullion Primary School are:</p> <ul style="list-style-type: none"> ● democracy; ● the rule of law; ● individual liberty; ● mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. <p>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.</p>