

History Curriculum - Cotherstone Primary School

Intent:

Cotherstone, Teesdale and County Durham itself are areas rich in historical features including evidence of Stone Age activity, Anglo-Saxon, Roman and Viking settlement as well as strong links to Victorian Britain and the Industrial Revolution. Within the village itself, there are links directly to WWII and local industry including farming and cheese making. Through history we promote pride in the community, local heritage and British values whilst looking outwards at significant national and international events and civilisations. Our intent is for our children to understand the place in which they live in context of its own unique history, the history of Britain and that of the wider world. We feel that those children who live in and around the area should understand and be proud of their local history and their place in it. A large number of children in our school have moved into the area from various towns and cities around the country. We intend for those children to feel as much a part of the story of Teesdale and the wider area as much as those born and bred here and to embrace the knowledge and history that they bring to us.

Implementation:

We will inspire children's curiosity to know more about the past by planning and delivering interesting and thought-provoking topics and activities. Lessons will be planned effectively which take children's prior learning and current assessment into account and are appropriately differentiated so that all children can make outstanding progress. These lessons and experiences equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We will use local and national resources, including museums, historical sites and people of interest to help enable children to envisage the past. We will demonstrate and encourage children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. By working sequentially, in a chronological order – as well as possible within a two-year rolling plan – we help children understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. Through effective assessment and monitoring of progress, we extend children's learning both within individual lessons and over time. By the end of their time in our school, our children have an enthusiasm for seeking historical evidence, understand the methods of historical enquiry, how evidence is used rigorously to make historical claims and to question such claims. Children retain key knowledge and facts through

effective use of resources (including technology and online learning), inviting local guests in to school to talk about their particular experience of historical and local events as well as experts in various historical fields. We plan exciting educational visits to historically relevant sites such as Eden Camp, Jorvik Viking Centre and Vindolanda.

Impact:

Through careful planning and delivery, children remember key facts and concepts while developing an ongoing interest in history. They be inquisitive and ask their own questions about history while at the same time questioning current thinking. They understand the unique history of Teesdale and their own part in it while understanding how the world has been shaped by historical actions and ways of thinking.

Children 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.

They 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.

They gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Children 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.

They also 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.

Children leave Y6 with a curiosity to ask questions and know the value of learning and knowledge, fully prepared for their next stage of education.

