

CLIFTONVILLE PRIMARY SCHOOL



OUR MISSION

As an outstanding school, we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

HISTORY VISION AND CURRICULUM STATEMENT

At Cliftonville Primary School the principal aim of our history curriculum is to provide pupils with a coherent understanding of Britain's past and that of the wider world by inspiring them to be curious about life and events in the past. In history lessons, pupils explore 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. We endeavour to broaden their horizons and build their cultural capital through a curriculum which includes a wide range of experiences such as visits and history 'experience' days in school.

The curriculum builds pupils' historical knowledge of key events and people (in line with the National Curriculum). It also develops their understanding of historical concepts, enabling them to identify similarities and differences; cause and effect; and changes and trends. Historical enquiry is at the heart of the curriculum, with each topic framed as a key question to be investigated and answered by the end of the topic. This approach develops the skills of asking perceptive questions, thinking critically, weighing evidence, sifting arguments and developing perspective and judgement. The curriculum is carefully sequenced to build and revisit the knowledge and skills throughout EYFS and Key Stage 1 and 2 which will form the foundations of their secondary history education.

Teaching historical terminology is an important element of our history curriculum. As they progress through the curriculum, pupils will develop an extended historical vocabulary which they will be challenged to use both orally, to articulate their understanding of historical events and concepts, and in written work where expectations match those of the English curriculum.

Opportunities to make cross-curricular links between history and other subjects are exploited where appropriate. A number of topics cover both history and geography objectives as pupils study how physical processes have impacted on people's lives in the past, as they do today. As pupils learn about the history of the wider world, it is important for them to have an understanding of the location and geography of these places. History topics are frequently the context for Talk for Writing units, enabling pupils to reinforce their historical understanding whilst developing literacy skills. Within each history topic there is at least one extended piece of writing where children are expected to demonstrate both their historical understanding and the appropriate level of literacy. These cross-curricular links enable pupils to make connections which deepen their subject knowledge, as well as their understanding of how subjects relate to each other in the wider world.