

History Curriculum Intent Statement

Intent

At Ecton Village Primary Academy, through our history curriculum children will acquire coherent knowledge and understanding of their past and that of the UK and the wider world. We will develop our children's critical thinking by evaluating sources; making links between the past and the present and looking at the impact of historical and present-day figures and events on their lives. Children will be taught the vocabulary of historians, enabling them investigate and explain their ideas, recount their learning and develop as independent learners. We recognise the importance of highlighting cultural diversity through our history curriculum and nurturing high aspirations; children will study the work of people from different eras, cultures and countries. Through historical study, children will understand concepts such as continuity and change, cause and impact, they will pose historically-valid questions and create their own structured accounts and analyses. They will understand how evidence is used to make historical claims and how contrasting arguments and interpretations of the past have been constructed.

Implementation

Through the delivery of the CUSP Curriculum, children draw on several powerful sources of knowledge:

- **Substantive knowledge** – this is the subject knowledge and explicit vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP History, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.
- **Disciplinary knowledge** – this is the application of knowledge and how children construct understanding through historical claims, arguments and accounts. We call it 'Working Historically.' The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective, and contextual interpretation.
- **Historical analysis** – this is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this 'Thinking historically'
- **Substantive concepts** – such as tax, invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

Impact

At Ecton Village Primary Academy we teach the children how to learn about history. We give them a toolkit of: historical vocabulary; an ability to evaluate sources; a skill in reading-to-learn; the confidence to ask and answer historical questions and a depth of understanding that enables them to articulate their ideas and learning.