

Rationale for History

At Greengate Lane Primary Academy we follow the Primary Knowledge Curriculum for history.

This is a knowledge based, curriculum that has been carefully sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. As an example, for pupils to really understand the causes of significant national and global events, such as World War I, they will have learned some background knowledge of what happened before through the origins and growth of European empires, including the British Empire.

The curriculum fulfils the requirements of the National Curriculum for England.

Content is determined by subject leaders to enable our progression of knowledge and skills model. Teachers are responsible for retrieval practice for previously learned content and planning visits to local places of cultural interest to embed children's learning.

Mastery and depth of learning is defined as:

- Mastery (end of milestone): pupils meeting or mastering the end of key stage expectations and progress over time.
- Depth (day to day/across a year): pupils understanding lesson content well enough and being able to use and/or apply knowledge/skills

“History is important because it teaches us about the past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future” (Richelle Mead)