

History

Vision Statement

What are we trying to achieve?

At Carlton, the primary aim for our history curriculum is to help children to have an understanding of our past and how History will shape their future. We encourage children to not take things at face value and question deeper, also enabling them to question recorded history and understand that history can sometimes have a bias depending on who the event was recorded by.

We therefore believe that high-quality history lessons encourage skills of critical thinking, weighing evidence, sifting arguments, and allow pupils to develop perspective and judgement. Over their years at Carlton, pupils experience a rich and relevant curriculum, not just gaining knowledge of Britain's past, and our place in the world, but helping them to understand the challenges of our own time...through studying the past and gaining skills for the future. Wherever possible links are made to the children's backgrounds and cultural contexts which in turn motivates them to engage at a more meaningful level.

Our history topics offer all pupils an opportunity to acquire historical knowledge through enquiry based learning. We aim to inspire children to become time detectives, developing their curiosity to know more about the past and develop their understanding of chronology and how the future is shaped.

How is subject taught?

History is taught through a topic based approach where creativity plays a central role. So at the beginning of every topic children are given a hook, half way through the topic children experience a wow moment eg a visit, visitor or workshop day and then towards the end, they are given the opportunity to showcase their learning through the expressive arts, creative writing or a presentation. Through this approach children gain skills which enable them to think as historians in a fun and exciting way

The learning objectives of each lesson draw from knowledge and skills included in the National Curriculum. Projects provide highly productive opportunities to use and apply basic skills in literacy and numeracy whilst strengthening pupils' learning in history, or other subjects.

What difference is the subject making?

Through all phases of learning in school knowledge and skills are being developed and evidenced in other curriculum areas. Feedback from pupils and work sampling in each phase shows a gradual progression of knowledge, skills and understanding of history. Children can articulate enthusiastically about the topics they are studying and are able to represent this independently through the arts and technology. As you walk through the shared areas work displayed is progressively sophisticated and this suggests that standards in history are being across school.

SMSC/PSHE links

Through studying the past and present and understanding key events which have shaped the future, children are encouraged to develop empathy, critical thinking and appreciation of the world they now live in because of the movers and shapers of the past.

Challenge:

Through the graduate topics children are given opportunities to independently study key figures and question achievements and mistakes of the past.