



Whole School Curriculum Intent

Our intent is to create active learners who can reflect, question, wonder, think, connect, be self-aware and be resilient. We intend to provide opportunities for our children to build knowledge, make meaning and apply understanding across a range of learning experiences. As an increasingly diverse school, the promotion of acceptance and inclusion underpins our curriculum, whilst maintaining our strong Christian values and ethos.

Subject Intent

At St Philip's we aim to deliver a History curriculum that inspires pupils to be inquisitive and have a fascination about the past. We aim to enable pupils to ask perceptive questions, analyse sources, think critically, draw contrasts, develop perspectives and make connection with previous and current learning.

Our teaching equips pupils with knowledge about local history, the history of Britain and an understanding of significant aspects of history in the wider world. Our skill-based curriculum supports pupils to build upon their previous historical skills learnt year after year. At St Philips, we have ensured local history studies are intertwined throughout the History units of work.

There are many opportunities for the curriculum to be enriched through local historical visits, museum trips, handling of artefacts and secondary sources. Through adaptive teaching, specific vocabulary learning and inclusive practises we strive for our History curriculum to be accessible for all and adapted to the needs and abilities of all pupils.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.