



History

Subject Intent

At St Luke's, our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world to build respect, appreciation and pride of their country and their connection with the wider world. We aim for it to inspire pupils' curiosity about the past to develop their understanding of key people and events and what has influenced the world to be the way it is today. Children will ask questions, think critically, weigh evidence and develop perspective. Through the teaching of History we endeavour to teach pupils to understand the complexity of people's lives, including those of the present, the process of change, the diversity of societies and beliefs, whilst celebrating these differences. Our curriculum aims to develop the children's awareness of the past and how historians study and will equip our children with the disciplinary knowledge needed to become a historian.

National Curriculum 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.