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|  **Rationale for History** |
| **I can do all things through Christ who strengthens me' – Philippians 4v13**We have a vision for everyone at Bridgemere to be lifelong learners; trying their best, enduring tough times with hope and courage and being open to new experiences.We believe that God helps us to grow, especially through challenges, we therefore value resilience. In order to flourish, we aim to support every child and adult with the diverse challenges of everyday life.**perseverance, creativity, trust, compassion, friendship, community, responsibility, thankfulness** |
| History at primary level helps children to gain knowledge and understanding of Britain’s past and that of the wider world. It involves understanding the process of change, the complexity of people’s lives, the diversity of societies and relationships between different groups, as well as their own identity and society today. History allows children to develop the following key skills: ask perceptive questions, think critically, evaluate evidence and examine arguments. Our history curriculum allows children to develop their cultural capital. Purposeful and natural links to British values and discussions around being good UK and global citizens are threaded through the curriculum. Our history curriculum promotes the rich diversity of the world, Britain and an appreciation of our locality.  |
| **Knowledge**Knowledge in history refers to the understanding and interpretation of key concepts taught within different historical contexts. This includes the understanding and deployment of key historical vocabulary. The key concepts consist of:* chronological knowledge
* continuity and change
* similarities and differences
* cause and consequence
* significance
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| **Substantive knowledge**In history, this is the knowledge and understanding of the key concepts taughtwithin historical contexts including the key vocabulary. The substantive knowledge is progressive through conceptual development from Reception to year 6. **Disciplinary knowledge**In history, disciplinary knowledge is the interpretation of some of the key concepts. It involves applying second-order concepts such as historical thinking, reasoning and argument. It requires a meta-cognitive approach. For example, when children have an understanding of the impact of a significant event during the Roman era, in years 3 and 4, they would develop the disciplinary knowledge by interpreting other possible outcomes. |
| **Historical enquiry** As children build upon their substantive and disciplinary knowledge within historical contexts, they will have continuous opportunities for historical enquiry. Children must understand the methods of historical enquiry including how evidence is gathered and used to make historical claims, and how to ask perceptive questions. The second-order concepts that underpin historical enquiry such as, thinking critically, evaluating evidence and examining arguments allows further opportunity for children to be able to build upon their disciplinary knowledge. |
| **Creativity in history** Creativity and knowledge should work together as creativity involves making connections and using ‘old’ knowledge to create ‘new’. At Bridgemere CE Primary School, we have designed our curriculum so that the natural links between history and other disciplines such as English, art, music, PSHE etc. are deliberate and purposeful in promoting creativity. For example, children in years 5 and 6 could apply their knowledge of events during a significant period in history and their knowledge of newspaper report writing in English to write a newspaper report from the viewpoint of a particular person from that time. They draw upon their ‘old’ knowledge as well as use their imagination to create a unique piece of writing.  |