

## Why do we prioritise History at NPSB?



# NPSB History Menu



"History is important. More than any other topic - it is about us. Whether one deems our present society wondrous or awful or both, history reveals how we got to this point" (James W Loewen). Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. Our History curriculum aims to:

- develop a life-long love of learning about the world our pupils live in.
- help pupils make sense of the world and to prepare them for the future.
- help pupils to understand change, conflict and key issues and events which impact on our lives today and which will affect our futures tomorrow.
- learn about our responsibility to the Global Family.
- develop pupils who are keen to take responsibility for their own learning using a virtues-led approach.
- give children the foundations that they need to become well-rounded individuals.
- allow all pupils to have access to a range of opportunities in their lives.
- help to break down the barriers that they may face in life and to minimise and eliminate the gap for disadvantaged pupils.

### Knowledge and Skills of a Historian:

#### Chronological understanding

#### Substantive knowledge:

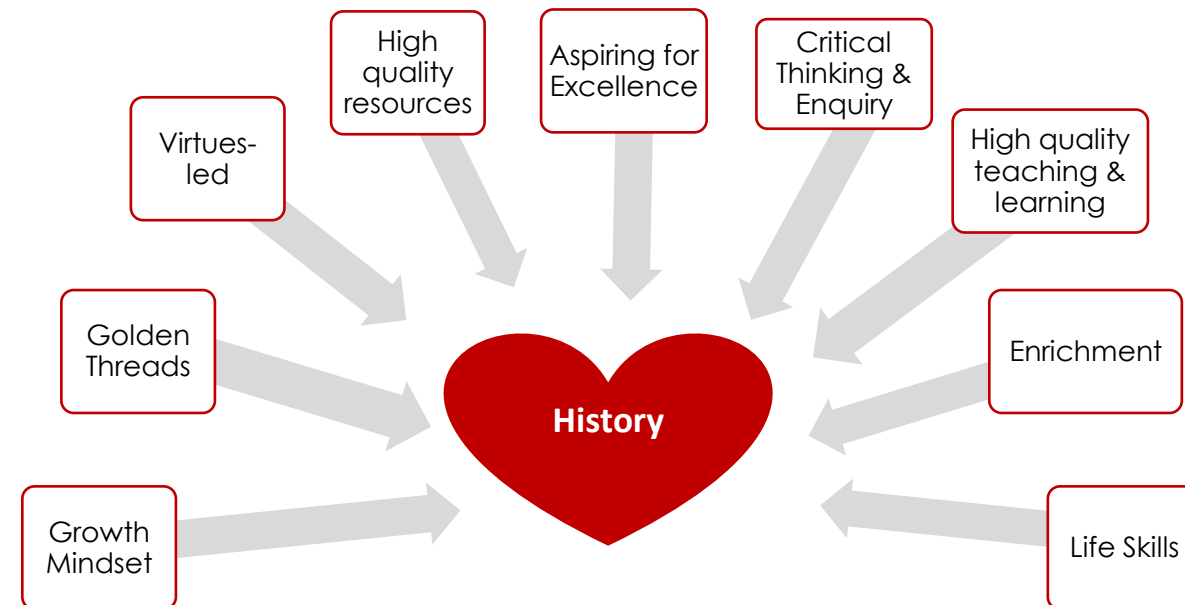
Power (monarchy, government and empire)  
Invasion, settlement and migration  
Civilisation (social and cultural)  
Tax and trade  
Beliefs  
Achievements and follies of mankind

#### Disciplinary knowledge:

Change and continuity  
Similarities and differences  
Cause and consequence  
Historical significance  
Sources of evidence  
Historical interpretations

#### Historical enquiry:

Posing a historical question  
Gathering, organising and evaluating evidence  
Interpreting findings, analysing and making connections  
Evaluating and drawing conclusions  
Communicating findings



### Golden Threads:

**GT1** – Love & Forgiveness vs Enmity & Hate   **GT2** – Peace & Collaboration vs Conflict & War   **GT3** – Trust in 'the Divine' / 'God'

### Virtues Links

Show **love**, **respect**, **tolerance** and **gratitude** for our diverse world and its people.

Understand how through **collaboration**, **helpfulness** and **peacefulness**, people have shaped the world today, and with these virtues we too can build a better world for all.

Understand how people have shown **resilience** now and in past whilst living in and through challenging circumstances.

Through using **wisdom**, we develop **wise leadership**. We take responsibility and **accountability** for our actions and understand our impact on the world.

Striving for **excellence** and using **diligence** in all learning and outcomes by always trying our very best.

Well-Structured	Ambitious & Inclusive	Life-Long Learners	Knowing more & remembering more	Subject knowledge and skills
<ul style="list-style-type: none"> <li>• KAPOW scheme: well-sequenced progression of knowledge and skills document.</li> <li>• Vocabulary progression document.</li> <li>• Lesson expectation document that outlines effective ways to teach History.</li> <li>• Purposefully planned units of work to link and build on learning.</li> <li>• Key concepts are progressively built on.</li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious History Scheme used – KAPOW.</li> <li>• Lessons led through an enquiry question to promote critical thinking and curiosity</li> <li>• Higher-order questioning</li> <li>• Children selecting their own level of challenge [hard and harder activities].</li> <li>• Enable table resources (eg knowledge organiser) and/or working walls to support learning.</li> <li>• Inclusive enrichment opportunities. For example, educational visits to historical places or historical workshops.</li> <li>• Local studies to ensure a relevant and purposeful curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Golden Thread enquiry questions eg How has war and conflict impacted on the lives of others? Did this war/conflict change the way people lived? How can using the virtue of peacefulness ensure a war like this does not happen again? Do you think the Egyptian slaves were able to forgive their 'masters'?</li> <li>• Lessons linked to virtues</li> <li>• Leaders of learning</li> <li>• Creating global citizens – understanding our responsibility to our Global Family.</li> <li>• Enrichment opportunities that foster a love of history.</li> </ul>	<ul style="list-style-type: none"> <li>• 'The Big Picture' to capture the end goal of each unit and link current learning to previously taught knowledge and skills.</li> <li>• 'Can You Still...?' is an opportunity to retrieve and practise previously learned knowledge and skills.</li> <li>• The Big History Quiz of the Year [whole school History event] encourages recall of key historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• High-quality teaching and learning</li> <li>• All staff involved in high-quality professional development and training.</li> <li>• KAPOW scheme: supportive of teachers' subject knowledge and skills.</li> <li>• High-quality questioning and enquiry questions.</li> <li>• Opportunities to revisit previously taught knowledge and skills.</li> <li>• Cross-curricular links (eg Maths, Geography and English).</li> <li>• Key concepts are explicitly taught.</li> <li>• Opportunities to work like a historian – eg collecting and interpreting evidence, comparing and analysing sources.</li> </ul>