History @ Greetland

At The Greetland Academy we aim to use our History Curriculum (underpinned by the Kapow scheme of work) to inspire pupils to become curious and creative thinkers who develop their historical knowledge of local, national and the international events.

We believe that the studying History allows children to appreciate the reasons why people, groups and civilisations may behave in the way they do; support their development of empathy for others, while also providing an opportunity to learn from mankind's past mistakes. To support this aim, the curriculum aims to build an awareness if significant events and individuals in global, British and local history and recognise how things have changed over time.

Through our History teaching, we recognise the importance of historical knowledge being shaped by the following key disciplines. Firstly, Substantive knowledge strands: *Topic Knowledge*, *Chronological Awareness* and *Substantive Concepts*. Secondly, Disciplinary Strands: *Historical Enquiry* and *Disciplinary Concepts*. These strands are woven throughout The Greetland Academy Curriculum in order to create, and teach History in engaging and enriching lessons that allow the children to investigate and question history just as historians do.

The curriculum introduces children to key concepts such as; power, invasion, settlement and migration, empire, civilisation, religion, mankind's achievements and changes to society / culture, which will support and follow them through their educational life, even once they have left us.
Within the curriculum, each unit has a focus on chronology. This focus allows children to begin to understand their place in the world, while at the same time allowing them to make comparisons across different parts of the world - including how these compare to their own lives. It also allows them to makes connections over periods of time, thus become chronologically secure.

At the end of each unit of work, the children have an opportunity to demonstrate their learning through a task that will form part of the assessment process. These tasks are varied and allow children of all abilities to showcase what they have learnt.

By the time our children leave us, we aim to have developed their confidence so that they can; think critically; ask questions; explain key events and be able to analyse historical sources / evidence. Ultimately, we want our children to see History as integral to life as we know it and how all events shape the future.