



Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equipment them with the skills for success both now and in the future.

The development of our curriculum is based on the following key principles to meet the needs of the children in our community:

- To provide opportunities for all pupils to progress in their learning
- To promote spiritual, moral, social and cultural development
- To develop positive characteristics in our pupils with an emphasis on resilience for learning
- To provide pupils with a sense of place but to also widen their outlook to the world beyond.
- To give all pupils, especially disadvantaged pupils, experiences and essential knowledge that broaden their opportunities in life.

We believe the best schools reflect their local communities; we bring the community into our school and we take our pupils out into the community. The best schools also look beyond their local community and we ensure our pupils are part of the national and international conversation. We teach pupils how to be active members of the community and how to be good citizens of the world.

Curriculum statement for the teaching and learning of History

I N T E N T

At Porthleven School we aim to offer a high-quality History education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects.

Our History lessons are informed and aligned with the National Curriculum. The history curriculum is designed for children to develop and progress through core disciplinary concepts to ensure that when they leave our school they will think like historians:

- Change, continuity & development
- Cause and consequence
- Significance and diversity

U n d e r p i n n e d B y	<ul style="list-style-type: none"> Chronological understanding Interpretations <p>Knowledge of abstract concepts (substantive knowledge), such as 'Monarchy' and 'Empire' are built on through the history curriculum through a variety of contexts at local, national and global level.</p> <p>We intend for our children to have real life experiences and learn about History in an active and creative way and therefore visitors and trips form a part of our curriculum. Use of artefacts from local museums also support contextualised learning in the classroom.</p>		
	<p>The teaching of skills</p> <p>Porthleven Primary pupils will:</p> <ul style="list-style-type: none"> understand history as a coherent and chronological narrative, drawing upon links to other periods in time recognise how the past influences aspects in their own lives today through the understanding, evaluation and interpretation of historical evidence know about significant people and understand their historical and cultural impact understand how people's lives have been shaped by events that took place in the past both nationally and globally understand historical concepts such as change, continuity and development, cause and consequence and significance and diversity to interpret the past and make links in understanding understand substantive concepts such as civilisation, society, monarchy and invasion 	<p>The application of skills</p> <p>EYFS</p> <p>We recognise the importance of developing the concept of time for the youngest children in school so they build an understanding of 'yesterday, today and tomorrow' and 'past, present and future'. Developing an awareness of what is 'old' and 'new' in their environment is also key in providing the foundation of continuity and change. Through comparison, children are exposed to the concept of 'significance' investigating significant buildings in their local environment and also in London.</p> <p>The Wider School</p> <p>Children are taught the core historical concepts across a range of skills based on 'Blooms taxonomy'.</p> <p>Within a range of contexts pupils have opportunities to question, explain, compare and evaluate using the language of a historian.</p> <p>We recognise the importance of providing pupils with opportunities to apply their historical</p>	<p>Vocabulary</p> <p>Historical vocabulary is built upon</p> <p>Early Years: <i>today, yesterday, tomorrow, past, present, memory, grandparent, future, long ago, lifetime, remember</i></p> <p>Key Stage 1 <i>within living memory, ancient, timeline, decade, modern, photograph, opinion, important chronological, historian, concept, experts, websites, artefacts, evidence, impact, era, period, rulers, monarchy, museum, settlement consequence</i></p> <p>Lower Key Stage 2 <i>chronological order, millennium, colony, Empire importance, change, oral history, first hand evidence, thousands of years, invasion, empire B.C.E, A.D, raids, migration, Christianity, kingdoms, invasion, civilisation, culture, democracy, consequences, causes, my conclusion is that, continuity</i></p> <p>Upper Key Stage 2 <i>extent of change, first civilizations, revolution, exploitation, sacrifice, legacy, infer, this source</i></p>

		knowledge and skills to other areas of the curriculum. Pupils are taught about how history has contributed to the landscape, culture and society of their local, Cornish environment and how history has shaped what it means to be British.	suggests that, this source doesn't show that, reliable, effects, democracy, suffrage, I can infer that, impression, variety of sources, this sources suggests that, this source omits to mention, propaganda, extent of continuity
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I m p l e m e n t a t i o n	Curriculum Approach Children develop historical skills each year building on their prior knowledge of our core concepts the threshold concepts, 'Change Continuity & Development', 'Chronological Understanding', 'Cause and Consequence' 'Interpretations' and 'Significance and Diversity'. Pupils are provided with a broad range of contexts for learning that have been mapped sequentially to aid the introduction and development of historical skills. Where possible contexts are in chronological order so pupils can develop a wider understanding the changes, continuity and development between periods of time, for instance: Stone Age, Bronze Age and Iron Age; Anglo Saxons before Vikings; and the Roman Empire bore the British Empire. They explore the Threshold Concepts through the Knowledge Categories eg. 'Beliefs', 'Culture and Pastimes', 'Location',	External Stimuli We aim to inspire our pupils by providing first hand opportunities of exploring artefacts and historical evidence through the local library service, donated pieces and through visiting museums or organising historical workshops. We are fortunate to be able to draw on Cornwall's rich historic heritage. Nearby places of interest include Helston Museum of Cornish Life, Godolphin House, Maritime Museum Falmouth, Marconi's monument, Chycauster ancient village, Poldark and Geevor tin mines and Carn Brae cross,	Resources Children have access to a wide variety of historical resources and are encouraged to their skills of questioning and enquiry to assess their significance. They can see at first hand how people used to live by visiting the Helston Museum of Cornish Life and the bronze age village Chycauster. By undertaking workshops at the Maritime Museum, Geevor / Poldark Tin Mines and the Porth Curnow Telegraph Museum pupils have further opportunities to learn about significant Cornish individuals and aspects of the British empire such as industry, communication and trade.

	<p>'Travel and Exploration', etc. By exploring these knowledge categories in a number of studies of significant individuals and events in history, the children return to the same concepts over a period of time to build a strong understanding of them.</p> <p>Through their learning, the children have opportunities to develop their analytical, interpretation, reasoning and questioning skills and use appropriate vocabulary in context.</p>		
	<p>Knowledge Organisers</p> <p>Help our pupils to relate each topic to previously studied topics and to form strong, meaningful schema. The knowledge organisers include the concepts taught and vocabulary that the children will understand and apply during their history units.</p>	<p>Concepts</p> <p>The concepts our school has adopted are taken from the Historical Association. They are built upon in rigour and number throughout each Key Stage. They have been chosen in conjunction with the comprehensive schools to ensure that children's learning is linked, broadened and deepened throughout their schooling life.</p> <p>British Values</p> <p>The fundamental British values taught in Porthleven School are:</p> <ul style="list-style-type: none"> • democracy; • the rule of law; • individual liberty; • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. 	<p>Books and assessment</p> <p>Children complete basic, advanced or deep learning activities, working individually, in pairs or small groups.</p> <p>Children's learning is recorded in their books or in KS2 on their Google Classroom platform. It may be through note-taking, diagrams, timelines, photographs, literacy or more formal investigations and explanations.</p> <p>Assessment takes place through</p> <ul style="list-style-type: none"> ✓ informal judgements by staff during lesson in relation to the success criteria ✓ through POP tasks ✓ pupil and peer assessments <p>At the end of a lesson or unit, teachers make a summary judgement about the learning of each pupil in relation to the success criteria</p>

		Through the history curriculum children are taught about how democracy and law have evolved over time. What events affected and shaped the society we live in today.	outlined at the beginning of the unit, and records these judgements termly.
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I m p a c t	At the end of each year, pupils have developed their questioning and enquiry skills, and have gained a new understanding of the past and how events connect with the World			
	PUPIL VOICE Children are able to talk enthusiastically about their knowledge of history. Children across the school articulate well about significant events and individuals they have learnt about and make links with how history has affected, influenced and shaped the World today.	EVIDENCE IN KNOWLEDGE Pupils know how the past links to today and the future. They can use their understanding of chronology to explain impact.	EVIDENCE IN SKILLS Pupils use acquired vocabulary in lessons. They develop an understanding of the significance of past events, through use of enquiry based questioning and analysis of the rigour of artefacts and evidence to support our understanding of what happened in the past.	BREADTH AND DEPTH Teachers plan a range of opportunities to develop knowledge of historical concepts in practical and creative ways.