

## Curriculum Principles

### History

**By the end of KS2, students of history at Music Primary will:**

- know how an understanding of the past is developed from the available evidence and how that understanding contributes both to their personal development and to their deeper engagement with the world around them. Students will appreciate the importance of developing and extending a broad body of historical knowledge which can change over time as new evidence emerges
- know how to organise and communicate their historical knowledge and understanding in different ways and reach conclusions.
- have a clear understanding of key events from history, and how these are linked by theme or concept, even when they are historically distant.

**In order to achieve a true understanding of history, topics have been intelligently sequenced based on the following rationale:**

- our history curriculum incorporates fundamental historical knowledge and skills, allowing students to build on a firm foundation in future years
- it is based on the only safe assumption that a teacher can make: that the student might go on to study history at university, require particular historical knowledge in their future career, or need particular historical knowledge or skills to enable them to be active members of society. As a result, the curriculum has been designed to be fit for that purpose.
- the curriculum is deliberately ambitious. It challenges pupils to make connections across time and place and sets up pupils for, we hope, a life-long love and understanding of an important subject, while providing a foundation of understanding that will make them curious, active citizens of this country and the world.
- the history curriculum at Key Stage 2 seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history, taught chronologically from the first settlements through Roman Britain, the Vikings, AngloSaxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars. While studying these periods the units explore themes of change and continuity, perspective and power.
- units explore world history to provide global coverage and introduce a number of themes. The unit on Ancient Greece introduces key ideas around power and its legitimacy, the Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less occurring in Europe. The unit on the Middle East gives pupils an overview of the history of this vitally important region and the reasons for the intractable problems faced today.
- units on the Benin Kingdom challenge the narrative often prevalent in the teaching of African history – celebrating a highly successful civilisation while introducing the slave trade. Finally the unit on Civil Rights provides a survey of way black people have been treated in the USA, through the Civil Rights movement and Dr King, right the way to the Black Lives Matter. By bringing pupils up to the present day – in the case of Civil Rights and the Middle East – the curriculum demonstrates the importance of past events in shaping the world of today.
- throughout the curriculum connections and comparison are made between events and individuals: the unit on the industrial revolution exploring the Great Reform Act by taking pupils from the Magna Carta (which they have studied years before) through the changing seat of power in England over the subsequent six hundred years.

**At Music Primary, the history curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- we are sensitive both to the fact that individual students come to the subject with different frames of reference and bodies of knowledge and to the opportunities we have to widen students' horizons.

- the history curriculum will expose students to knowledge and skills they may otherwise fail to encounter in their everyday lives. The study of history will develop the ability to support arguments with specific evidence. This will allow students to discuss and debate topical issues with confidence, credibility and clarity.

**We fully believe history can contribute to the personal development of students at Music Primary:**

- students are, of course, individuals. By helping them to access the range of human experience recorded in history everyone acquires better perspective both on their own needs and experiences and those of others. Empathy is a central requirement for any genuine understanding of the past and its value informs the present. On a broader scale, learning about the differences and similarities between cultures and societies enhances students' understanding of the present as well as the past.
- enquiry increases students' capacity to problem solve and deepen their understanding of concepts