

HISTORY

The study of History supports our pupils to build a temporal awareness and a developing sense of identity as they come to understand their place in the story of human development. As a school we recognise that engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today and prepares them for the future as more informed citizens. Engaging our pupils with a relevant, exciting and challenging history curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century is essential since it:

- Helps them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as some of the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
- Helps to build a sense of identity and belonging on a personal, cultural, national and global level as pupils come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;
- Enables pupils to understand core concepts such as cause and consequence, similarity and difference, continuity and change, significance, evidence, chronology and empathy which have broad relevance and significance in the modern world.

INTENT	IMPLEMENTATION	IMPACT
<p>We have planned a curriculum in History, EYFS – Year 6 which is:</p> <ul style="list-style-type: none">• Aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success. We do this through providing pupils with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject concepts, skills and techniques and acquire the specialist language and technical terms to communicate their understanding effectively. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives and end points of learning detailed in the medium term plans (MTPs) of each enquiry, which define what the pupils will know, understand and be able to do; it is a 'knowledge rich' curriculum• Coherent, relevant and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the scope and ambition of the national curriculum.• Sequenced to ensure that pupils can build on prior knowledge and understanding as they tackle more complex and demanding enquiries.• Progressive and more challenging EYFS through Year 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the disciplinary thinking skills we support them to master and apply to ensure they understand the significance of that knowledge.• Continuity with the provision for history established in the EYFS and in particular that which addresses the knowledge and skills' expectations of the <i>Understanding the World</i> area of learning and the <i>Past and Present</i> Early Learning Goal;• Inclusive in terms of delivering the same curriculum to all of our pupils and differentiating provision where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes. <p>We enable our children to experience regular, high quality visits to museums and historical sites and to use a range of source material both primary and secondary. Our curriculum provision ensures that pupils encounter a diverse range of significant individuals.</p>	<p>History is taught according to the planned overview following the national curriculum requirements and EYFS educational programmes. In EYFS there is a planned sequence from Nursery to Reception through the mapped educational programmes which involve activities and experiences for children, as set out under the understanding of the world area of learning.</p> <p>All units of work in Y1-6 are planned by the subject leads and follow the planned history overview and details the:</p> <ul style="list-style-type: none">• substantive and disciplinary knowledge and understanding, conceptual understanding and the use of specialised vocabulary and technical terms.• learning in History through big question led enquiries which are both in depth focused and also enable pupils to develop their chronological awareness of themes and issues over more extended periods of time. <p>Through enquiry our learning and teaching in History is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom.</p> <p>Planning is carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity</p> <p>Learning activities are very varied to ensure that all pupils have opportunities to demonstrate their strengths.</p> <p>We provide differentiated ways for pupils to record the outcomes of their work including the use of for example annotated diagrams, improvised drama and the application of a range of writing genres. <i>Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.</i></p> <p>All units of work sit within a chronological framework – timelines are used on history displays, knowledge organisers and with pupils to develop pupils chronological understanding</p> <p>Knowledge organisers Y2 to Y6 – used collaboratively by both teachers and pupils during the course of each enquiry to support knowledge building and the acquisition of increasingly specialised subject vocabulary and technical terms.</p> <p>We ensure that all children can access learning by: explicit instruction, reducing cognitive overload, scaffolding, use of flexible groupings based on AfL, using technology where appropriate examples include -</p>	<p>Assessment</p> <ul style="list-style-type: none">• The MTPs and schemes of work for each enquiry in history highlight both the objectives and anticipated outcomes – the end points of learning.• teachers complete assessment sheets at the end of each unit of work against agreed criteria for the unit in Y1-6 using the formative assessment gathered over the course of the unit of work• Assessment at the end of Reception is completed using the Early Years Foundation stage profile using the Early Learning Goals – past and present which support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. Nursery & Pre-School children will be able to talk about and develop their ideas through physical development confidently using the resources available. We will monitor the impact to ensure children are 'on track' in the developmental age band 3 -4 years. <p>Books</p> <ul style="list-style-type: none">• pupils learning in books will demonstrate that they have made progress to the end points of the unit and will demonstrate that they have engaged with sources, used subject specialist vocabulary and acquired knowledge <p>Pupil voice</p> <p>Children will be able to articulate their learning in history by:</p> <ul style="list-style-type: none">• talking about the individuals and periods of history studied• talking about the sources they have used• discussing their learning using subject vocabulary• placing their learning in a chronological framework <p>Monitoring</p> <p>The subject leader monitors the subject through:</p> <ul style="list-style-type: none">• ensuring coverage of the units of work• reviewing books• pupil conferencing to ensure that pupils are able to articulate their learning• lesson observations / learning walks• support to teachers in developing subject knowledge• subject review by link Governor

	<ul style="list-style-type: none">• Modelling the task – including using visualisers• Small group or 1:1 support where and when necessary (guided practice)• Afl strategies used in the classroom to assess children’s learning and adapt teaching or tasks where necessary and use flexible groupings• Allowing learning to be recorded in different ways, e.g. pictorial, models, diagrams and/or maps. Learning is not necessarily ‘written’• Use of knowledge organisers. <p>Additional support for SEND or EAL children can be further provided by</p> <ul style="list-style-type: none">• Pre-teaching vocabulary prior to beginning the topic• Seating children alongside good role models to support one another and using as talk partners• Providing visual or practical prompts and scaffolding prompts such as writing frames• Providing resources through the use of widget, learning village	
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