



## The Intent, Implementation and Impact of our History Curriculum

### INTENT

British, Local and world – culture capital

At Dearham Primary School our intent is to offer every child a History curriculum which allows them to gain knowledge and understanding of Britain's past and that of the wider world and to inspire pupils' curiosity to know more about the past. Our topics are informed by the National Curriculum but children's interests are captured through a learning challenge curriculum, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning. Topics are carefully planned and structured to ensure that learning is sequenced and is building on previous learning challenges.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
  - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
  - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
  - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

As our pupils progress they will become equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Foundation Stage**

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

### **Key Stage One**

By the end of Key Stage one children should have developed a skills-based knowledge relating to:

- Key changes within living memory.
- Key events beyond living memory.
- The lives of significant individuals in the past who have contributed to national and international achievements.

By the end of Key Stage 1 children will have developed an awareness of the past and should be able to identify similarities and differences between ways of life and should begin to understand how Historical events fit within a chronological framework.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

### **Key Stage Two**

By the end of Key Stage two children should have developed a skills-based knowledge relating to:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

In Key Stage 2 children should continue to develop a chronologically secure knowledge and understanding of British, local and wider history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

## **IMPLEMENTATION**

History is taught throughout the year and is taught in block units to ensure that pupils achieve depth to learning within each topic. Each topic starts with a question which enables the children to be directly involved in the planning process thus adapting the curriculum to fit key learning interests. Within this, misconceptions are addressed and prior learning opportunities are identified, ensuring that new learning challenges are building on existing knowledge and understanding.

History topics taught by teachers are question based. Children are encouraged to think curiously about the topic and think of Wonder Wall based questions, which help direct independent and critical learning. In this respect, lessons should aim to foster an inquisitive learner, where children have an opportunity to answer their own questions, allowing them to develop their own skills as historians.

The start and end of each learning sequence will feature a stimulus in order to bring history alive. Enrichment activities should be taken up wherever possible in order to put the topic into context to aid learning. This could include school trips, visitors to the school, or a use of artefacts to create a hands-on approach to learning and in turn foster an inquisitive learner.

Teachers should be aware of skills taught in previous year groups and utilise these where possible in lessons, making reference to prior learning, so learners have an opportunity to use skills to become independent historians. Teachers should have a knowledge of the topic they are teaching so they are equipped to direct learning based on the questions at the start of the topic.

The local area should be fully utilised to achieve desired outcomes, with extensive opportunities for learning outside the classroom embedded in practise. We ensure that all children can access the curriculum through providing children who have SEN needs with access to history vocabulary word banks prior to/at the start of the topic. Teachers may seat children alongside good role models to support one another. Teachers can provide visual or practical prompts. Lessons may be taught using a range of different techniques to appeal to different learning styles, for example videos, drama, artefacts, texts etc.

Children can be challenged in different ways. Work can be differentiated and given to certain children to promote challenge within the lesson. Extra questions can be provided to extend learners' knowledge during lessons or when they have met the Learning Objective. Creating the opportunity for

greater depth learning in history involves allowing learners the independence to apply their learning at a deeper level. This may include: Applying their skills confidently, consistently and fluently. Learners working at greater depth may organise areas of their learning in order to make connections, or use their ideas to help them work with other areas of learning. They should be able to clearly explain their learning and be able to construct historical arguments using the knowledge and skills they have acquired. As a result learners working at greater depth should be able to teach newly acquired concepts to others.

Children should be given the opportunity to represent their knowledge and learning in a variety of ways, linked to their own strengths. This may include drama/role-play, drawings and annotations, time lines, knowledge organisers or extended writing opportunities. This allows all children to be included in learning and demonstrate their understanding, often through creative and cross-curricular ways. Teachers should give learners the opportunity to meet the Learning Objective wherever possible, thus allowing for inclusive learning.

## **IMPACT**

Our history curriculum focuses on the progression of knowledge and skills throughout the key stages. We measure and monitor the impact of our curriculum through the following methods:

- Continuous formative assessments - discussions with the children about their learning, questioning and marking of written works in books
- Assessing children's understand of topic linked vocabulary before and after a unit is taught
- Images or videos of the children's practical learning
- Books are scrutinized