

History Subject Information

Intent/implementation/impact

<u>INTENT</u> Curriculum intent	Our curriculum has been very carefully designed and resourced to provide teachers with a coherent, progressive and rigorous learning programme for Years 1–6 which will engage and motivate pupils and encourage them to see the world through the eyes of young historians. We seek to identify the most relevant and meaningful aspects of the subject content of the National Curriculum in history to explore in depth, rather than providing a more traditional approach that attempts a fully comprehensive coverage at the expense of subject rigour and the development of core subject concepts and skills.
Sequencing & Progression	Outcomes focused curriculum - Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to get better at history. Skills are built upon year-by-year through a carefully planned approach which looks at moving through time, with links relevant to our pupil's lives and local area. At Key Stage 1 many of these questions will be more tightly defined or closed 'Who', 'What', 'Where' and 'When' questions, but at Key Stage 2 a more open-ended approach will be apparent to teachers with an emphasis on 'Why' and 'How' questions.
Rationale – why do it this way? Is it ambitious and designed for all pupils?	We recognise that long-term learning in History needs to be sequenced in a set way to eliminate gaps and build on previous knowledge to achieve increasingly difficult concepts. We want creative thinkers and opportunities to connect with our local area and its history. We aim for children to leave our school with a high skills set in historical knowledge and understanding as well as an interest in their surroundings.
Key focuses/ areas for development: concept of time, vocabulary, research, make links, investigate through question-led approach	Our History curriculum recognises that increasing mastery of the subject occurs as a result of a pupil combining the application of key subject skills, processes and subject vocabulary with the development of knowledge and understanding. Focus on: identify; describe; compare and contrast; explain; make a judgment or evaluate and record.
Disadvantaged pupils provision	Mixed ability so dependent on individual needs – support given to pupils and parents where needed by teachers. Access to materials and opportunities: places of historical

	interest in the local area, raising aspirations to inspire children to appreciate the world around them.
SEND provision	Mastery approach to include all pupils: resources and support to ensure all pupils can achieve lesson objectives. Connected History resources and training. Practical, hands-on approach: artifacts, visits etc.
How does the subject provide cumulatively sufficient knowledge and skills for future learning and employment?	Progression ensures build up of skills – e.g. to develop critical thinking and problem solving skills. Living in an area with rich, diverse local history, our curriculum will provide children the opportunity to be appreciative of the past and their role in the local economy in the future. We aim for children to learn <i>about the outcomes of significant historical events and the actions of individuals who have contributed to shaping contemporary Britain</i> .
How is cultural capital promoted in this subject? <i>‘Educated citizens, introduced to the best that is thought and said so they can appreciate human creativity and achievement’</i>	Look and appreciate historical features around us. The central purpose or rationale of history is to enable young learners to understand how events in the past have contributed to shaping the world in which they live today and how gaining such awareness can contribute to building a more informed and sustainable society in the future. Our curriculum focus is built around 15 qualities / talents which are written and displayed around school. Through the teaching of History, we aim for our children to specifically become <i>attentive</i> and <i>curious</i> about times gone by and <i>hopeful</i> for the future.
<u>IMPLEMENTATION</u> How does your curriculum and teaching ensure that learning is embedded into long-term learning?	Sequence/progression with modelled teaching, repetition, practical for all learning styles. Assessment cycle to revisit and find gaps. Visual aids (learning mats/ displays). Learning by doing and visiting.
How is your subject assessed to inform learning?	Teachers select a sample of outcomes to assess in each enquiry to build up a developing picture of how a pupil is progressing as a young historian. Weekly lessons inform next lessons – pupils are part of the feedback process through AfL. Two-way process. Children add to learning mats plus formal assessment.
Reading focus	Key words: identify; describe; compare and contrast; explain; make a judgment or evaluate and record. Both language and literacy and numeracy and mathematics are embedded throughout all of the enquiries. Quality historical texts, newspaper articles and websites to encourage independent reading.
How is speaking/listening & emotional resilience promoted in ?	To listen and contribute to discussions/looking at historical facts/creative activities help to build connections in the brain to strengthen resilience and critical thinking. Independent working – Suitable challenge to ensure children make progress through AfL. Enquiry led approach to develop verbal questioning skills.
Is the standard of work in History comparable with other subjects?	Our intent is to raise standards over time, alongside other curriculum areas. Standards are growing and children are proud of their work. Assessment data will provide a comparable view to other subjects. Standards are monitored through book scrutinies and lesson observations.
<u>IMPACT</u>	Outcomes in-line with national expectations.

Assessment data: progress and attainment	Early Years is our focus area to develop early historical enquiry, in-line with recent changes to the Early Years curriculum.
How are gaps addressed?	Gaps identified through formative assessment by class teacher – periodically. Subject leaders monitoring books and completing lesson observations. Through discussion with children, class teachers to address misconceptions as, and when, they occur.
EYFS Link to History	Daily opportunities to promote children's <i>Understanding the World</i> development. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension Alongside the Characteristics of Effective Learning, in-line with new expectations for September 2021.

Diving Deep:

Find answers to the above by-

- Looking at planning for sequencing and progression from term-to-term and from year-to-year. Look for a 'golden thread'.
- Looking at books (with a child) and discussing learning. 'Tell me what you have been learning in History?' (Not what have you been 'doing'). How well are you doing? How do you know? Do you get feedback about your learning?
- Investigate long-term learning by asking: Show me the knowledge map of your learning. How does this link to further learning? How does this learning help with knowing something else? What did you learn in previous years that help you learn now?
- Look at available data for your subject – compare to national/school trends for EYFS/KS1/KS2
- Glance through books for other subjects to compare standards with yours.
- Discuss with staff what specific activities they involve their class in for cultural capital development.
- Plot cross-curricular learning, making links to build long-term knowledge.