



Whole School Curriculum Design: History INTENT – IMPLEMENTATION - IMPACT



Intent

In History each topic will commence with an overriding enquiry question to focus pupils and foster curiosity. Topics will be compiled of a series of lessons based around key questions and planned for progression and depth our provision is designed to allow our children to develop their understanding of links between themselves and others. We want our children to think like historians and to reason and explore connections between the past and the present. From this they are able learn from actions and outcomes of the past and think about how this impact their lives.

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content we have chosen is underpinned by 7 key concepts in primary History: Chronology, Continuity and Change, Cause and Effect, Significance, Historical Perspectives, Historical Evidence and Interpretation.

Our curriculum gives our children an excellent knowledge of people and events from different historical periods and an understanding of historical concepts and processes. We want our children to have the ability to communicate differently for a range of audiences, taking consideration that different people in the past had different experiences and views from each other and ourselves e.g. traditions, culture, beliefs, values and motivations.

We will help our children to make interpretations of the past based on different pieces of evidence and sources, to draw inferences, whilst supporting, evaluating and challenging their own views and those of others. We will ask and investigate questions, using evidence, about people and events from the past. We will strive to create a deep interest and passion to study the different ways in which the past has been represented and to understand why people interpret the past in different ways.

SMSC

We explore identity and a context in which to understand ourselves and others. Our content and approach improve our decision making and judgment skills. It also shows models of good and responsible citizenship. We teach our children how to learn from actions and outcomes of the past and how societies have changed.



Implementation

When designing our curriculum we have sought to focus on **3 main areas**:

- **Knowledge:** What do we want our children to learn and remember? We do not want to overwhelm our children with too much information therefore sequencing the knowledge to be learned is key.
- **Concepts:** We have focussed on the 7 key concepts of history to plan each unit of work considering the following key concepts: **Chronology, Continuity and Change, Cause and Effect, Significance, Historical Perspectives, Historical Evidence and Interpretation.**
- **Skills:** How will we teach our children to become effective historians? What skills do they need to learn to understand the content?

Our EYFS provision aims to guide pupils, to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world, which has changed over time. Children are introduced to vocabulary associated with history as they explore the passing of time in their own lives and learn about significant events in the past, e.g. When I was a baby..., Remembrance, Chinese New Year and other religious events that are in the past – this is the first step of becoming a historian.

In KS1, the History Curriculum is split into a two-year cycle with progressive units being taught in sequence within the single year. Within the key stage the children learn about changes both within and beyond living memory – including events and people those most relevant both nationally and in our own locality (e.g. George Stephenson). They will learn about the lives of significant individuals but will also be made aware that people who have had an impact more recently may/will be these significant individuals in the future.

In KS2, our children continue to develop their sense of chronology and secure knowledge of both British, local and world history. They will build on connections made such as building on previous knowledge of Queen Victoria from KS1 to expand on what life was like for children in Victorian Britain. We feel it is vital to make effective links with the wider curriculum whilst still maintaining the historical concepts being explored. Where the 2-year cycle interrupts chronology of units, we explain this clearly to our children using timelines.

Across the Key stages, lessons will include historical enquiry. Children will be encouraged to examine and evaluate primary and secondary sources to develop the skills of enquiry, analysis, interpretation and problem solving, which will develop knowledge and understanding and prepare them for the next phase in their education. Challenge questions will be used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in a philosophical/open manner. Frequent low stakes curriculum quizzes will review learning and check that children are understanding and retaining knowledge.

Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities, foster curiosity and enthusiasm for history, and to further support and develop their understanding. Trips and visiting experts will be used where possible to enhance the learning experience.

History assessment is ongoing and informs teachers with planning lesson activities and differentiation; it will be electronically tracked against the History progression of skills objectives. Key vocabulary and clear timelines are also provided to be used by children to deepen their chronological knowledge and understanding.

Impact

We believe that the impact of using our personalised History curriculum and progressive units will ensure that History learning is loved by teachers and children across our school. Teachers have high expectations and quality evidence can be presented in books as well as digitally. Our children will use historical vocabulary accurately and understand the different strands of history, with a deep understanding of the core concepts as well as who we were, who we are and who we might become. Children will begin to make relevant links from history to other curriculum subjects, such as geography and science. They will improve their enquiry skills and inquisitiveness about the past. All children will consider how things used to be and will realise that the choices people make can have both minor and significant impact on their future. They will understand that the actions of the present will help to shape the future of the planet. They will be able to interpret a range of sources of historical information and evidence and they will communicate historical information in a variety of ways, including distinguishing between reliable sources of evidence and opinion. All children in our school will be able to speak confidently about their history learning, skills and knowledge.