



Intent

Our History curriculum is designed to encourage and inspire curiosity about the past. We deliver this through enquiry led units of study which focus on a central question.

We aim for our pupils to:

- Develop a coherent understanding of Britain's past and its connections with the wider world and significant aspects of global history.
- Gain insight into the lives of a diverse range of people and societies. Understand changing values of societies and how ideas such as democracy, equality and tolerance have developed.
- Systematically develop their vocabulary and oracy skills, with opportunities to discuss, debate and reason.
- Build substantive and disciplinary knowledge through investigating evidence and considering different interpretations of the past. Recurring opportunities are planned to develop understanding of themes such as continuity and change; cause and consequence; similarity and difference. Chronology and context are central, helping pupils to make connections, debate ideas and create their own structured accounts.

Implementation

- The History curriculum is taught within the framework of topics. Each topic has been selected to ensure coverage of the National Curriculum Attainment targets within Key Stages one and two. In the EYFS, 'Understanding the World' provides children with opportunities to develop their understanding of themselves, their families, the past and the world.
- The History subject progression document, makes explicit, the substantive and disciplinary knowledge and core skills which are required by the National Curriculum at each stage of learning. Vocabulary is specified for each topic, broken into Tier 1, 2 and 3. 'Golden Nuggets' make clear, the key learning for each topic. These also allow staff to adapt learning to children's different starting points.
- Each History topic is structured around a key question which is investigated during the sequence of learning. Lessons build towards this with a key question forming the starting point for each step.
- History is not taught every half term. Each year group complete three historical studies over the year. Care is taken to ensure that any SEND intervention does not prevent children from taking part in History lessons. Learning is recorded in individual topic books or whole class topic books where appropriate. Appropriate adaptations will be made to support the needs of all learners.
- Learning environments reflect and enhance the learning taking place. This includes displaying vocabulary and timelines for History topics. Timelines where appropriate will include the inclusive terms BCE and CE although children will also be taught to understand BC and AD.

Impact

- Progress and attainment is measured through on-line quizzes and assessment grids which are completed at the end of each topic, then collated and analysed by the subject co-ordinator.
- Monitoring of progress and attainment includes book scrutinies, pupil voice and teacher voice.