

Curriculum Rationale

HISTORY



Intent

- Inspire a curiosity and fascination about Britain's past and that of the wider world.
- Equip pupils to ask perceptive questions, think critically, weigh evidence and sift arguments.
- Help children to understand the process of change.
- Develop an understanding of chronology.
- For all children to be confident in recalling historical knowledge related to our local area.
- Develop fluency with high-level historical vocabulary, including key abstract terms.
- For history to be brought to life through real experiences.
- Develop good observational and enquiry-based skills and communicate information in a variety of ways.
- Make links between history and other subject areas, particularly geography, art, music and RE.

Implementation

- A carefully sequenced history curriculum allows children to build on prior knowledge whilst building for future projects.
- A study of the local area is completed every year, with a different focus for each year group including shopping and industry through time.
- Each year group has a key monarch to study throughout the year. This will allow children to reflect on the significance of each monarch and the changes they made to British society.

- Children will study selected 'rebel heroes' as they move through school. These will highlight those who have acted for change in the past and the consequences of their actions.
- Projects are planned using 'Cornerstones' high quality ideas and resources. Historical concepts and skills are linked clearly with other subject areas.
- Whole school focus on oracy supports the use of correct historical vocabulary across all key stages.
- Dual coding is used to identify when different historical skills are being taught.
- 1:1 iPads enable the children to access plentiful high quality historical texts to support scholarship reading.
- Consistent timelines used throughout school.
- KS2 Google Classrooms enable children to easily revisit key historical vocabulary and knowledge on a regular basis.
- High quality, plentiful historical fiction on offer to place historical concepts into context.
- Knowledge organisers support historical learning and allow children to continue learning at home.
- Large school shared timeline displays school projects and is accessible for all to contribute to.
- School is a member of the Historical Association to support staff CPD.
- School subscribes weekly to First News for global news & current affairs.
- Dual coding is used to identify when different historical skills and concepts are being taught.
- Educational visits/visitors are planned to develop understanding of British and World History and place it into a meaningful context.

Impact

- Children are enthusiastic and interested in their learning.
- Children are confident time-travellers and can link historical episodes together confidently.
- Children are interested in their local area and know of significant events and people of the past.

- Children know about other significant societies of the past and what legacies they have left behind.
- Children retain historical facts and apply their knowledge to other historical topics and wider areas of the curriculum.
- By using entry and exit tests, we are able to assess our children's attainment and progress more accurately.
- Half termly subject leader review meetings to evaluate teaching, monitor outcomes and plan next steps.