

History

Intent

In History, children will experience an immersive, interactive and engaging curriculum with a clear relationship between substantive knowledge and disciplinary knowledge. Children will be able to stretch their ability to manipulate the historical narrative of the past whilst using and applying key skills of enquiry, across six historical 'lenses' including: chronology; significance; cause and consequence; change and continuity; similarity and difference; interpretation of evidence. Children will be given the opportunity to access and develop an understanding of themes such as 'monarchy and power', 'rich and poor', 'war and conflict'; 'people, place and economy'; 'significant people and events', and 'disasters'.

Progression will be achieved by pupils through developing accumulative knowledge of the past, coupled with an understanding of concepts and skills used by historians. As pupil's move through the school, they are able to apply this knowledge and skills to produce higher order outcomes. The history curriculum will be planned and delivered in a sequence of lessons that strive towards cumulatively sufficient knowledge and provide the children with the necessary skills for future learning. Additionally, children will also be able to reinforce and make links to learning that took place in previous years.

Where appropriate, the History topics that are studied throughout the course of the year will allow the children the opportunity to make links with other subjects that are being studied, such as geography, Literacy and the arts through our carefully designed thematic curriculum. Topics have been chosen to create a cohesive curriculum model, where learning in other subject areas can strengthen and embed understanding in history.

The studying of history within the AHMAT will include a clear hands-on approach to supplement learning. Children's understanding of the past and the passage of time will benefit greatly from real-life contexts and from the physical manipulation of time through the timeline model. The handling of relevant primary sources (such as artefacts) brings history to life, forges links and ensures aspects of historical thinking are much less of an abstract concept. Additionally, children benefit hugely from out-of-the-classroom experiences, visitors and trips by making use of the rich historical settings in our local area and region.

Staff will be made aware of the progression of skills for history throughout the school and will be given the necessary understanding of subject specific language, knowledge and skill application to engage, stretch and challenge the thinking of their children through CPD.

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Implementation

Our history curriculum in the Early Years Foundation Stage been developed to

encourage children to talk about past and present events in their own lives and the lives of family members. Children begin to develop their understanding of themselves in relation to others. This is delivered through the teachings of celebrations, recounts of their own personal experiences, events that may be recounted by parents and grandparents, and through continuous provision.

In KS1 and KS2, history is delivered through topic teaching blocks, allowing pupils to immerse themselves fully in the historical context. Our topics have been carefully selected to ensure that learning is enhanced and embedded throughout the wider curriculum and through visits to historical places of significance such as the 'Tower of London, Hampton Court Palace and Windsor Castle. Lessons objectives match our skills progression document, to ensure that children become increasingly proficient as they grow through the school at applying the skills across the six historical lenses.

At the beginning of each academic year, teachers work with their classes to develop a class timeline that includes learning from past years. New learning is added to the timeline in the context of old learning, allowing children to know, and remember more as they move from EYFS to year 6.

Impact

At AHMAT, our pupils showcase, share, celebrate and publish their work and this supports us to show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills through regular discussions with the pupils. Formative assessment of history is completed by teachers and learning assistants throughout lessons to assess students' strengths and areas for development against the lesson objectives. At the end of a teaching block, teachers use assessment grids as a summative assessment tool to judge the outcomes of the unit. Summative judgements are entered termly onto Insight by teachers and reviewed by the subject leader and head teacher. As children prepare to move onto their next stage in education,