

History

Intent

The curriculum intent for history is firmly rooted in our school desire to give all children strong foundations from which they may become **successful, independent learners for life** and is centred around our school values of **independence, co-operation, respect, responsibility, resilience and ambition**.

Our high-quality history curriculum will help pupils gain a coherent knowledge and understanding of local, community history, Britain's past and that of the wider world while igniting their curiosity to find out, and know more. Teaching aims to equip pupils with the **meaningful** skills of asking questions, thinking critically, developing a perspective and making judgements about the past through **inspiring** experiences. Our inclusive history lessons will embed British values and equality by ensuring pupils have an understanding of people's lives, the process of change and the diversity of societies as well as their own identity and challenges of their time. This will ensure our children will be able to **independently flourish in a complex world**.

The end points are defined in the National Curriculum at the end of KS1 and end of KS2. At Parklands, we have defined the end points for each year group to aid the assessment process and ensure knowledge and skills develop well, in sequence within units of work and over time across different themes. Coverage and the progression of knowledge, skills and vocabulary documents will support the teaching and learning of history to ensure pupils are able to achieve the defined end points.

Our teaching and learning of history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Implementation

- History concepts of culture and conflict are taught throughout all year groups and topics studied to ensure pupils make links throughout their whole school learning.
- Planning documents provide teachers with coverage plans based on the national curriculum intent and end points from which teachers can produce sequenced and progressive lessons.
- History knowledge and skills are mapped out across all year groups to support pupil outcomes at and provide a clear progression of learning including: Questioning, comparing, chronology and enquiry.
- Vocabulary is also progressive and some historical vocabulary is revisited to ensure that pupils retain language and can apply it across varying topics.
- Knowledge organisers are bespoke to the topic that classes learn about. These are used as a tool for teaching and learning as well as supporting pupil retention of knowledge and assessment for learning.
- Key performance indicators in each year group support end of year assessment and define specific end points that teachers make judgements against.
- History is taught in autumn 1 and the spring term. Additional cross curricular links are made in the summer term, including through an author study.
- In Key Stage 2, British history is taught in chronological order. This includes the legacy and impact of the Roman and Greek cultures on Britain today.
- Where appropriate, history links are made within other subjects and the opportunities to make purposeful links are utilised.
- Read 2 Write units link where appropriate to historical concepts and topics.
- Educational visits are planned to support the teaching and learning of the subject.
- Engaging 'hooks', artefacts and technology are used to ignite pupil's curiosity.
- Knowledge facts are displayed on anchor sheets for each history topic and pupils are taught to refer back to these for support.
- Vocabulary is taught with visuals to support understanding of new and abstract terminology. These are also displayed in the classroom.
- Practical resources and artefacts are sourced to support understanding of historical concepts and historical enquiry.
- Non-fiction and fiction texts are utilised to support the teaching of history. These are displayed in classroom reading areas and are available for pupils to access.
- In EYFS, teachers provide opportunities for children to become historians through structured play and directed teaching sessions both indoors and outdoors.

Impact

By the time our pupils leave Parklands they:

- Have an extensive base of historical knowledge and vocabulary.
- Have an excellent knowledge of chronology and the periods of history studied,
- Are able to articulate their knowledge drawing upon technical vocabulary.
- Understand the ways events, cultures and people of the past have developed and shaped the world that they live in today.

- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the events and people of the past.
- Retain prior knowledge and make connections between the themes studied.
- Are confident in asking questions about the past and want to develop their understanding of the past.
- Have significant levels of originality, imagination and creativity as shown in interpretations and representations of the subject matter.
- Have the ability to make informed and balanced judgements based on their knowledge of the past and communicate this confidently.
- Are equipped with the vocabulary, knowledge and skills to continue on their journey of historical learning in key stage 3.
- Achieve age related expectations in history.