



Intent

History is the study of and learning from the past.

Golden Threads: chronology, enquiry, exploration and investigation

To promote rigorous historical thinking and allow the subject to be explored and investigated, drawing on substantive knowledge. To ensure that the children have 'sticky' knowledge to build upon.

To instil a love of history by bringing the past alive for the children, through a range of sources.

To develop in children a sense of time and chronology and an understanding of where they fit in.

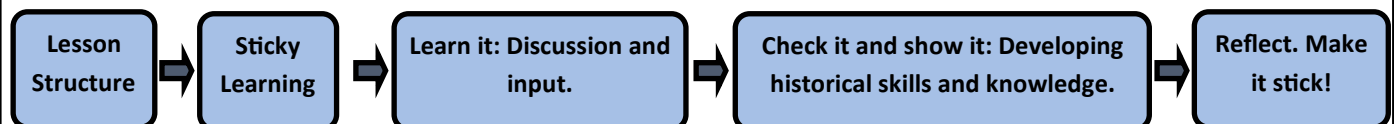


Implementation

History is a key driver for our curriculum. Planning is created by teachers, using the whole school scheme of learning, which is based on the Focus overview. Topic and content choices have been carefully considered in order to build layers of knowledge and vocabulary about the past. We teach the children to be open-minded enquirers who understand cause and effect and are able to make comparisons between time periods. We encourage first-hand experiences through handling real artefacts and arrange field work visits to relevant sites of historical interest.

In EYFS, children explore the different 'topics' through focused work and continuous provision around the classroom, with specific links to the Early Learning Goals. The knowledge and vocabulary that they develop in the Early Years enables them to access the history content at Key Stage 1. As pupils move into Key Stage 1, children continue to learn through topics, which link learning together in half-termly blocks. In Lower Key Stage 2, they begin to focus on discrete areas of History, linking their learning to prior experiences. They further develop their ability to analyse, debate and evaluate, for example through case studies of individuals like Boudicca. Our oldest children in Upper Key Stage 2 learn through thematic topics, such as Crime and Punishment and exploring Rights and Responsibilities in America: this allows the children to draw upon prior learning and make deeper connections across time periods.

At the beginning of each unit, children are asked to share what they already know, as well as what they would like to find out. Each lesson sets out clear learning objectives, linked to the curriculum programmes of study. They draw on the interests of the pupils and match the individual needs in the class to ensure learning is accessible to all. Within each lesson, understanding is evaluated and assessed through questioning, work in books and discussion in class.



Inclusion and additional provision:

All pupils are entitled to a broad history curriculum. Adaptations are made to support their learning by how the content is taught, rather than the overall curriculum content. Examples of this include:

- ◆ Additional support in class
- ◆ Group work
- ◆ Peer support.
- ◆ Reading pens
- ◆ Tailored scaffolds
- ◆ Adapted resources to suit individual needs



Impact

Children learn key vocabulary, 'sticky' knowledge and are able to apply their skills to a range of historical enquires.

Pupils are curious about the past and their place in the present. They gain a coherent understanding of Britain's past and that of the wider world.

Pupils have disciplinary knowledge: they ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Knowledge is assessed through the regular use of lollipop sticks for questioning, Flash-back assessments and sticky learning starters at the beginning of each lesson.