



Be . Build . Become

History

Our History Curriculum

Through a carefully planned curriculum, high quality resources and teaching, and a consistent approach across the school, we develop the following characteristics of historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and cultures, including significant events in Britain.
- Learning about the concept of chronology, which underpins children's developing sense of period, as well as key concepts such as cause, change and effect.
- The ability to think critically about history and communicate ideas confidently to a range of audiences in both verbal and written form.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make critical use of it to support their learning.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

How we teach History

Progression between year groups throughout the school, in the key knowledge and skills that children acquire and develop throughout each area of study, is supported by the Cornerstones programme of learning. The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of the Greeks and the Egyptians.

The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. In year 6 there is specific learning around Maafa – the African Holocaust, and the abolition of slavery. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes

of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

How we monitor the impact of our teaching of History

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught – retrieval activities are undertaken at intervals to ascertain the amount of “sticky knowledge” retained.
- Summative assessment of pupil discussions about their learning
- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice)
- Book looks
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Annual reporting of standards across the curriculum
- Marking of written work in books.