



Our History Curriculum



Our History Intent:

Our curriculum will clearly set out the key historical knowledge and disciplinary understanding that we intend our pupils to acquire at each step in their learning journey. Each topic will be enquiry based with a key question or questions driving the learning. The facts learnt in each topic will be connected and built upon by revisiting our three substantive concepts of invasion, monarchy and settlement. As a result, children will develop a broader and more complex understanding of these important concepts year on year.



We will inspire children to be curious about the past. As they move through the key stages, they will know more, remember more and become better historians. They will learn to think critically and weigh evidence in order to develop their own views on past events and lives.

Where possible, British history will be taught chronologically to make sure that children have as comprehensible a view as possible of the different people that have lived in Britain over time and how the past has shaped how we live today.

Our intention is to make sure that our History curriculum incorporates our local area so that children learn about the people who lived here before them and to value the historical significance of our island. It is our intention that our History curriculum will support the children to become responsible citizens with a set of core values built on an understanding of their cultural heritage.



Our History Implementation

We will achieve our intention through a focus on the following:

- Enquiry-based learning will form the basis of our History teaching. Each History unit will have an overarching enquiry question or series of questions that will frame the substantive knowledge for each topic.
- Long-term planning will set out what is to be covered in Year A and Year B for each mixed year group class. It will include:
 - Topics to be taught
 - When they will be taught
 - National curriculum statement
 - Enquiry question/questions
 - The key knowledge for each topic (generative knowledge)
 - Relevant substantive concepts – *these will be woven into each topic to ensure that the children's understanding of these particular historical concepts becomes richer over time*
 - Disciplinary concepts to be covered in each topic
 - Related vocabulary to be taught



- Timelines will be displayed in all classes. In KS1, the timeline will include previous historical topics covered by the children so far in their school career and in KS2, a world timeline will be displayed showing the overlap of significant civilisations from around the world. This will enable the children to develop a sense of chronology and to understand where the period they are studying fits in the context of their previous learning.



- Where possible, a visit to a museum or historical site or a visit to the school by an expert will be arranged in order to increase children's engagement with a topic and to make their learning more relevant. Artefacts/resources (ordered from the Carisbrooke Castle Museum or from the Isle of Wight learning centre) will be available for children to handle. Texts that cover a range of reading abilities will be used to make book research accessible for the range of reading abilities in a class.

- Displays within the classroom: **working walls** will display vocabulary relevant to the period studied. This is to include vocabulary from the Historical vocabulary list (Steve Davey PH 69). Vocabulary is to be taught using various strategies; e.g. games such as bingo and scavenger hunts as well as vocabulary grids adapted from those used in English.
Topic working walls include a selection of age-appropriate chronological vocabulary to do with the passing of time; e.g. meanwhile, at the same time, while this was happening, first, finally, later, Pre 1939 etc.
Working walls will develop with each lesson and will include the enquiry questions which drive the topic.
- Identified children will receive pre-teaching of key vocabulary to be covered in the unit. Visuals will support learning key vocabulary in lessons.
- All children will have access to the key knowledge for each topic. Children with SEND will receive scaffolding to access this knowledge. They will not take part in differentiated activities that exclude them from gaining this key knowledge.
- Past learning will be revisited to ensure that it is firmly embedded within the children's schema. This may be through flashback quizzes, class discussions, or games. It is important that the children are able to recall and make use of previous learning in order that links can be made between periods.
- The children will be assessed in History to ensure that they have acquired the intended outcomes. Assessment will take place throughout the learning journey and will be through a variety of tasks; e.g. sorting activity, timeline activity, mind map, written work or discussion.
The planning and assessment sheet for History will be completed for each unit detailing the children that need support or who are exceeding. This will also detail the enquiry question, key substantive knowledge to be learnt and the relevant progression in skills statement for the disciplinary concept to be taught. Gaps or misconceptions noted as a result of assessment will be addressed.

- Topic planning will be used to record any support or extension children required. Common misconceptions will also be recorded here.

Our History Intended Impact

By implementing the above plan, we will ensure that all National Curriculum objectives are covered and that History is taught in a consistent way across the school.

Assessment indicates that most children acquire the substantive knowledge intended for the periods they study and can recall the meaning of key vocabulary that they have been taught. Flashback quizzes revisiting learning from past topics or previous lessons has supports and embeds this learning. Quizzes/assessment activities are also used to address misconceptions or to fill gaps.

All children have access to the key knowledge for each topic and children with SEND have scaffolding in place to access this, ensuring that their progress is not hindered by gaps. Extra vocabulary support ensures that this is not a barrier to their learning.

Pupil voice questionnaires reveal that pupils are enthusiastic about their History learning and are keen to share their learning with adults:

Do you know why you are learning about the Great Fire of London?

'Because its really interesting - how they put it out and how it started to spread. It tells us how to put out fires in the past. How things were fair or not. Only if you have a fire mark the fire brigade would come.'

Do you think you are getting better at History?

'Yes, because I know more.'

