



## History

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

The national curriculum for 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 History – key stages 1 and 2.
- 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.

### Intent:

Our thoughtfully crafted curriculum is built upon a progression of knowledge, skills and understanding from Class 1 to Class 5 – it is planned to be sequential over time. Our school's curriculum is reviewed, refined, and adapted (by class teachers and subject leaders) to ensure that the curriculum meets the diverse needs of all of our children.

At Eastington, we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of

the past; understand the methods of historical enquiry and be able to ask questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of visitors and educational visits.

### **Implementation**

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school, class by class. History at Eastington is taught in a discrete block as part of a termly topic within the year, so that children can achieve depth in their learning. All history topics begin with children developing their chronology skills progressively across each class. Our curriculum is set up so new skills, knowledge and understanding will build on prior learning from previous classes. Opportunities to revisit key learning objectives are planned and lessons are subsequently developed to ensure that children's working memory is not overloaded, therefore knowledge is embedded and deepened as a result.

During KS1, children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

During KS2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

At Eastington, class teachers are usually responsible for teaching history. We take every opportunity to link topics across the curriculum, and plan trips / visiting experts to enhance the learning experience. The needs of all children are met through the planning and delivery of this subject. This is carried out in a variety of ways, such as: differentiation through outcome or task, adult support, adapted tasks or materials and pre-teaching of skills and vocabulary where necessary. On some occasions, skills, knowledge and understanding may be adapted to make learning accessible for all, whilst at the same time ensuring challenge.

Key vocabulary has been identified to aid progression and demonstrate acquisition of key knowledge, skills and understanding. Vocabulary identified is progressive through the school.

### **Impact:**

After the implementation of this progressive history curriculum, children will demonstrate acquisition of the identified key knowledge, skills and understanding. Discreet vocabulary progression also forms part of the units of work. Children will gain the skills to equip them for the history curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

We aim to celebrate children's achievements in this subject in a variety of ways. This could include displays, celebration assemblies, sharing on school website, peer evaluation and whole class discussions.

This not only supports pupils' self-esteem and motivation but raises the profile of the subject throughout the school community.

Our developing history curriculum is being monitored and reviewed by the history subject leader to ensure the intent and implementation of the curriculum is reflected in the day-to-day teaching at Eastington. A wide range of evidence is gathered through: data analysis, work scrutiny, teacher and pupil conferencing or surveys, and learning walks. From this, the impact of our curriculum will be analysed, and the necessary adaptations and alterations will be made to support the learning of all children.