

History Curriculum

INTENT

We **intend** to nurture our children into confident Historians who reach their milestones. To embed and master history skills and an understanding of the world that are transversal now and in the future.

IMPLIMENTATION

History Lessons – whole class input leading to teacher led class specific focus.

Text rich learning environment – writing and electronic – including subject specific

Learning environment including Outside classroom – Child initiated learning environment set out according topic/learning with key areas. To support continuous provision. To explore, to challenge, to question, to engage and to be curious.

Writing for purpose – curriculum specific including vocabulary understanding; writing for an audience; writing historically

Continuous opportunities for Speaking and Listening – Orally discussing their experiences as well as their work with peers and adults. Sharing their ideas/working as a team; subject specific conversations

Marking and Feedback – updated to reflect their preferences and a variety of ways to praise/encourage the pupils

Teaching style – spacing, retrieval and interleaving approach

Pupil Voice – pupils are involved in the weekly planning and reflection

Planning – One main topic with four sub topics – revisited for sustained mastery.

SMSC /Experiences/PSHE – Trips/visits/clubs/walks in local community/visitors – embedded in school culture – daily and special moments

IMPACT

The children will **know** what they are learning through:

Work Portfolios – children will be able to reflect on their work in this improved way as work will be presented in a file for them to access and share with parents

Displays – work will be presented on our 'clipboard' displays to share and reflect.

Assessment – Daily; Baseline– at the beginning of an academic year; **Termly** – through teacher assessment **Self and Peer** –pupils know their History milestone (during activity/lesson)

Wellbeing – adults see pupils daily and are able to support wellbeing in relation to their learning – extending and supporting at the right time

Marking and Feedback – children will know their next steps – (see Marking and Feedback policy)

MILESTONES

YEAR GROUP	MILESTONE
END OF RECEPTION (EYFS)	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. • They know that other children don't always enjoy the same things, and are sensitive to this. • They know about similarities and differences between themselves and others, and among families, communities and traditions.
END OF KS1 YEAR 1 & 2	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally <i>[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <i>[For example. Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.]</i></p> <p>Significant historical events, people, places in their own locality</p>

Year Group	Greater Depth
Reception	Children in Reception class who are showing Greater Depth in Understanding of the World will have confidently achieved their ELG along with a curiosity of the world (local/national/worldwide), including historical, in all the areas in the EY curriculum; there is an enjoyment to share their historical skills; there is a curiosity to further develop skills including observations of their world. There is an understanding of subject specific language and vocabulary, they are naturally ready for their next learning milestones.
Year 1 & 2 (End of KS1)	Children in Year 1 and Year 2 who are showing Greater Depth in History will have confidently achieved their end of KS1 milestones along with a curiosity of History and the world (local/national/worldwide), across all the areas of the curriculum; there is an enjoyment to share a variety of historical skills; there is a curiosity to further develop skills including observations of the past locally, nationally and worldwide. There is an understanding of subject specific language and vocabulary, they will show their learning through their written and oral tasks. Children they are naturally ready for their next learning milestones in KS2 having being introduced to historical periods.