

# History

## Subject on a page

### Excellence Through Enjoyment

Teachers prioritise children's enjoyment in this subject and bring learning to life in different ways, such as by introducing artefacts into lessons through the use of loans boxes.



### Intent - We aim to:

Provide and encourage the opportunity for all children to have the skills essential to becoming an articulate historian.

Provide children with an opportunity to develop rich historical vocabulary.

Provide the children with high-quality substantive and disciplinary knowledge.

Inspire children so they enjoy learning about the past and making links to today.

Explore the History of both Britain and the wider world.

Progressively develop their source analysis skills, questioning skills and understanding of chronology.

### Implementation - How do we achieve our aims?

#### Substantive Knowledge

- In KS1, pupils' historical knowledge will focus on the world around them and their living memory of History before moving to events that go beyond living history
- In KS2, learning is sequenced chronologically so that build their understanding of how the world around them has come to be
- Children learn British History initially, then broaden their knowledge by studying the wider world
- Teachers can become familiar with previous and subsequent year groups' content in order to link learning, close gaps and build on previous knowledge

#### Questioning

- Each topic begins with an overriding enquiry question to focus pupils and foster curiosity
- Historical eras are presented to the children in a series of lessons based around key questions and planned for progression and depth
- Pupils are given an opportunity in each stage of their enquiry to ask and answer Historical questions and develop their analysis skills

#### Sources

- Pupils will be encouraged to examine and evaluate primary and secondary sources
- Pupils develop the skills of enquiry, analysis, interpretation and problem solving, which will prompt knowledge and understanding and prepare them for the next phase in their education
- Children are provided with loans boxes to handle and evaluate artefacts, allowing learning to come to life

#### Vocabulary

- Key vocabulary is identified and modelled to the class within lessons, both written and verbal
- Pupils are strongly encouraged to use key vocabulary within their learning and discussions
- Vocabulary expectations are progressive, allowing children to build up a secure understanding of terminology for the next stage of their education

#### Assessment

- Teachers will use Assessment for Learning (AfL) at different points in each lesson to ensure misconceptions are highlighted and addressed in an inclusive way
- Assessment will be based upon a progression of skills within each year group, which enables pupils to build on and develop their skills each year
- Pupils answer the overarching question at the end of a topic, which allows teachers to assess understanding summatively

### Impact - How will we know when we have achieved our aims?

Children talk confidently about their learning in history using appropriate vocabulary and reference to significant events.

Children enjoy history lessons and are confident to talk about their learning.

Critical thinking skills and chronological understanding will develop and transfer across the curriculum.

Children have an understanding of events and figures in history and understand historical concepts such as continuity and change and cause and consequence.

Children know and understand how the history of Britain has shaped modern day Britain and how Britain has influenced and been influenced by the wider world.