



History

Intent

Critical thinking

The ability to ask perceptive questions and explain thinking.

Vocabulary

An understanding of historical terms and vocabulary.

Chronology

To develop understanding of chronology in every year group.

Questioning and Recording

"Think like a historian"

Question, look at and analyse evidence; construct accounts of views formed, with explanation.

Empathy and diversity

Build empathy, through understanding how history has affected people's lives, leading to diverse societies and complex relationships between these.

Knowledge

Build knowledge of significant people and events in world, national and local contexts.



Our Amazing ACORNS Ageements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate to consider the past of diverse communities
- O** • We are open and honest about what happened in the past
- R** • We respect the views of others, with empathy
- N** • We welcome new opportunities to understand why people behave as they do
- S** • We use our super learning powers in all our learning

Implementation

Teaching and learning

In years 1-6 we follow the *Kapow* scheme, a spiral curriculum with progression, linked to the *National Curriculum*, which focuses on the elements included in our intent statement. Each project is based on an open enquiry question which the children investigate. Revision is built into learning.

Artefacts, maps from *Digimaps*, visits and visitors are used for primary evidence, together with use of books and the internet for secondary evidence.

Organisation

In Early Years, children learn through the specific area of Understanding the World, working towards the Past and Present Early Learning Goal.

Years 1-6 have 3 blocks of history per year, arranged in a two-yearly cycle to enable trips for history and geography, which would be too costly otherwise, for smaller classes. This also supports teacher workload.

Elements of History covered

These include historical knowledge, chronological awareness and the substantive concepts of power, trade, invasion and settlement, but also the discipline of historical enquiry (question, investigate, interpret, evaluate and conclude, communicate) and the disciplinary concepts of change and continuity, cause and consequence, similarity and difference, historical significance, historical interpretation and sources of evidence.

Enrichment and promotion of history

Resources, visits, visitors and several trips provide enrichment, including some of our *Memorable Moments*. Photos of history activities are shared with families in our newsletter. School Council regularly discuss diversity (including ideas from and feedback to classes). Classes have history displays when they are learning history. History is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. The school's history action plan is updated through this process of monitoring, celebrating success and noting next steps. Ideas are shared with staff and governors.

Impact

End points

We aim for pupils to be ready to confidently access their next stage of learning in history, through building skills and knowledge. In Early Years the end point is their Early Learning Goals. In Year 1-6, the skills and knowledge we aim to equip them with are those in the *Kapow* knowledge organisers.

We aim for all our children to experience our history memorable moments.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning (including quizzes), activities and completed work. This allows teaching to be modified to promote further learning. *Kapow* provides quizzes for each unit, which also support assessment.

Tracking and evidencing progress

At the end of each unit, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior management team can analyse outcomes and drive further improvement in history.

