

# History Curriculum

## Intent, Implementation, Impact



Intent	Implementation	Impact
<p>Our intent is to ensure children develop their curiosity about the past, through making connections to the present, wider world history and their locality. We aim to provide a history curriculum which is ambitious and designed for all pupils and is coherently planned and sequenced towards cumulatively acquiring knowledge and skills to enable pupils to become informed and active citizens in the 21st century.</p> <p>As well as supporting pupils to learn and recall historical knowledge, we also aim to develop pupils' historical skills and develop their schema in historical substantive concepts.</p> <p>We intend to provide pupils with a clear understanding of</p>	<p>At Ashbury Meadow, in Years 1 - 6, history is taught in blocks. Children also complete a retention activity each lesson in order to ensure past learning is retained and between learning blocks to ensure retention. Historical skills are also learnt and practised through our Local Studies week.</p> <p>We adapt the Rising Stars History scheme of work, this enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National Curriculum. By adapting the scheme, we can reflect the diversity and needs of our school and tap into the incredible historical resources within our own locality.</p> <p>During year 1-6, children progressively develop their understanding of the following key disciplinary concepts:</p> <ul style="list-style-type: none"> <li>• Change and continuity.</li> <li>• Cause and consequence.</li> <li>• Similarities and differences.</li> <li>• Historical significance.</li> <li>• Historical interpretations.</li> <li>• Sources of evidence.</li> </ul> <p>As well as chronology</p> <p>These concepts will be encountered in different contexts during the study of local, British and world history. Children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. Including local historical studies and our annual Local studies week, which has whole school focus, adapted to the relevant year groups. This year it is the history of our school. They will confidently</p>	<p>Pupils develop their historical skills and knowledge to help them to understand how people lived in the past and what they believed was important and how this has shaped this nation and the wider world</p> <p>Children have the ability, willingness and confidence in addressing and discussing each unit's key question, giving an ability-appropriate response focusing on historical vocabulary, skills and concepts. Pupils understand and can clarify to others what history is and the importance and value of studying the subject.</p> <p>Have a good understanding of substantive concepts and make links between historical concepts and time scales.</p> <p>Children's knowledge and skills in history develops progressively in line with the national curriculum in order to equip them with the skills they need to understand the past and progress into secondary school history study.</p>

<p>how people lived in the past and what they believed to be important. We intend to engage children with challenging themes so that they better understand events which occur in the present day.</p> <p>We intend to develop pupils' understanding of what it is to be a historian and how they gain an understanding of how we know about the past through a range of sources of evidence considering their utility and reliability.</p>	<p>develop and use their own historical skill set. As children progress through to year 6, they will create their own historical enquiries to study using sources and the skills they have developed.</p> <p>Substantive concepts such as Civilisation, Legacy and Power &amp; Rule, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge and spiral curriculum) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History. Further substantive concepts are introduced in KS2, and again repeatedly revisited. These include Trade, Beliefs &amp; Religion and Invasion, settlement and migration. Pupils are encouraged to find links between these concepts and other areas of the curriculum, for example, British Values. (See substantive concepts, links to other curriculum areas)</p> <p>In EYFS, children explore history through the area of learning Understanding the World. Children discuss their own and their families' history and explore the differences through the past and present primarily through stories, continuous provision and class discussions.</p> <p>Throughout the school, each year children experience a "Global Day". During this day children will learn about a different country or cultural, special historical event. This day helps to develop their knowledge of and celebrate national and world people and events and various places both close to home and afar.</p> <p>In order to support all pupils in accessing the history curriculum, teachers ensure all lessons are adapted to meet needs. This includes the use of technology, widgeit, storytelling and role play as well as the EEF '5 a day' approach.</p> <p>To support the implementation of a unit of work, curriculum leaders have created unit overviews which contain:</p> <ul style="list-style-type: none"> <li>• Links to prior knowledge</li> <li>• Substantive knowledge and disciplinary knowledge to be taught</li> <li>• Links to up to date, specific resources and examples</li> <li>• End points for assessment</li> <li>• Future links to related concepts</li> <li>• Key vocabulary.</li> </ul>	
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