******History at GCA**

Believe

And

Achieve

**Intent:**

* We aspire for children to develop a love of learning about the past which will continue on their lifelong journey. Children will be inspired to research their own past and identity as they grow into adults, to continue to visit historical places of interest and read and watch documentaries and films about aspects of the past which interest and excite them.
* Children will develop a deepening knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain’s past.
* Children will increase their understanding of the present in the context of the past and develop a sense of identity through learning about the past.
* Children will increase their skills in enquiry, analysis, evaluation and argument by formulating and refining questions and lines of enquiry whilst listening respectfully to their peers’ opinions.
* Children will develop confidence in the use of historical vocabulary key facts about the past. They will know more, understand more and remember more about key aspects of the past.
* Children will develop a curiosity and wonder for the past and how and why people interpret the past in different ways. They will show a growing respect for historical evidence and learn how to use it critically to support their ideas and learning.
* Children will develop the ability to support, evaluate and challenge their own and others’ views using historical evidence from a range of sources.
* Children will develop independent study skills to research history topics being studied and other areas of history which personally interest them.

**Implementation:**

* History will be taught for one hour a week. Historical units of study are clearly mapped out on the whole school curriculum maps and medium term plans fort each year group. Learning is recorded in topic books.
* A range of pedagogical approaches will be used when teaching history including; inquiry based, outdoor learning, teacher modelling of skills and techniques, pupil led learning and high expectations of children researching, presenting and evaluating like an historian.
* All learning will start by revisiting prior knowledge.. This will be scaffolded to support children to recall previous learning and make connections. Low stake quizzes at the start of the lesson will support children in knowing more and remembering more. Each classroom will have a timeline to record previous learning and pout new learning into a chronological context
* Teachers will explicitly model the subject-specific vocabulary, knowledge and skills relevant to the learning to allow children to integrate new knowledge into larger concepts.
* Learning will be supported through the use of knowledge organisers which support the children in retaining new facts and vocabulary in their long term memory. The knowledge organisers are used for pre-teaching, to support home learning and for learning review.
* Children will have an access to a range of books, photographs, pictures and artefacts to explore and investigate. This will enhance children’s historical knowledge, understanding and skills.
* Enrichment including trips to museums, stately homes and castles will further enhance the children’s understanding of and interest in learning about the past. In-house workshops and visits from One Garden City and North Herts Museum in the school’s locality will provide the children with opportunities for handling historical artefacts and receiving in-depth knowledge from curators.

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| **Teaching sequence:**   * Big picture: placing of the history being studied in   the chronological context of previous learning, using  the class timeline.   * Brief review of learning covered in previous lesson. * Specify key vocabulary to be used and its meaning. * Conduct historical enquiry using appropriate resources, including outdoor learning where possible. * Interpret findings * Communicate historical knowledge and understanding * Evaluate learning and compare with previous historical periods taught where applicable. | |  | |  |  | |
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**Impact:**

* Our history curriculum is planned thoroughly and coherently to demonstrate progression to ensure age related attainment at the end of each Key Stage. Upon completion of each unit of history topic teachers will assess children against the progression of skills.
* Children will have developed an acquisition of history skills as outlined in the National Curriculum.
* Pupil voice will show that children can confidently talk about what they have learnt in history using subject specific vocabulary.
* Children will demonstrate and maintain enthusiasm for learning about the past and are able to recall their learning over time.
* Children’s work will demonstrate that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.
* Children will know more, understand more and remember more about history.
* Children will show a growing desire to undertake their own research into an area of history which interests them.
* As historians children will learn lessons from history to influence the decisions they make in their own lives in the future.