



History

History is the study of change over time; it covers all aspects of human society. Historians examine historical records, primary and secondary, to learn about the past and the context of people's attitudes towards those events.

Intent

At High Clarence we aim for a high quality history curriculum which will inspire in children a curiosity and fascination about Britain's past and that of the wider world. Our curriculum takes in to account the location of the school and the content of the National Curriculum to ensure our children have an accurate understanding of the history of the world in which they live. The essential historical knowledge has been carefully sequenced to ensure it builds within a year, across years and across subjects. Our pupils will learn knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about significant people of the past, understand the methods of historical enquiry and be able to answer questions. We want children to enjoy and love learning about history by gaining these knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits

We aim to develop the following essential characteristics of historians:

- The ability to think critically about history and communicate ideas confidently and to a range of audiences
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics
- An excellent knowledge and understanding of people, events and contexts from a range of historical concepts and processes
- The ability to think, reflect, debate, discuss and evaluate the past, formulating questions and lines of enquiry

Implementation

Leaders have carefully selected the knowledge and skills children at High Clarence require to fulfil the aims of the subject. The long term plan takes in to account the schools location and the content of the National curriculum. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. The content has been mapped into two half termly units per year. During the terms Autumn 1 and Spring 2 the whole school has a history focus. In Early Years children learn about family customs and routines, talk about past and



present in their own lives and the lives of family members. Know similarities and differences between themselves and others, and among families and communities.

In Key Stage 1 children study changes within and beyond their living memory, lives of significant people and historical events, people and places in the locality. In Key Stage 2 children study an element of British History in their first unit of the year and during the second unit they study ancient civilisations of the world. Learning is chronological in nature and builds progressively and where possible links have been made to other subject areas. When children are not studying History learning across other subject areas and the wider curriculum provides opportunities to apply their historical knowledge and skills wherever possible. Summer term 2 has been consciously left to allow time for teachers to respond to current global affairs giving children time to apply their previously acquired historical knowledge and skills when appropriate.

Within a block of History the key knowledge, skills and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. Knowledge organisers are designed to support children in their knowledge acquisition and are used continuously through units to support children in recalling and retaining the key knowledge and vocabulary. Low stakes quizzing is also used as a strategy to support children in knowing more and remembering more. All units begin with children investigating what key concepts are and what they are not. This is designed to support children in making links in their learning. Children then use a range of historical skills to obtain and apply new and existing knowledge. Such skills include chronological awareness, asking and answering historical questions, making contrasts between periods in history, reflecting on effects of historical events in life today and identifying primary and secondary sources of evidence. Opportunities are provided to present their historical knowledge, learning and understanding in a range of ways. At High Clarence the local area is fully utilised to aid children's historical understanding and there are extensive opportunities for learning outside the classroom embedded in practice. Where an area or concept can be seen in real life it is. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within history lessons.

Impact

Our History curriculum is high quality, well thought out and is planned to demonstrate progressions of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- An end of unit task giving children the opportunity to apply the historical knowledge understanding and presentation skills gained throughout the unit
- Tracking of gains in each low stakes quiz
- Pupil discussions about their learning

Outcomes in History books evidence a broad and balanced History curriculum and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our history curriculum is that our children will have a sound understanding of British History as well as the history of the wider world and more importantly how what has gone before has impacted on what society is like today.