



History

Intent Implementation Impact

SEABRIDGE PRIMARY SCHOOL

INTENT: WHAT WE PLAN TO DO

At Seabridge Primary, we want to inspire the children to raise and answer questions about the past, to learn how people used to live and how historical figures paved the way for our current way of life.

We want all pupils to know key events and periods of history, and how to use historical skills to conduct their own research and reasoning about the past.

The History curriculum is sequenced in a chronological way and historical enquiry skills are built upon progressively throughout the units, this allows children to learn and remember more.

Our History curriculum strives to:

- provide children with the necessary skills and processes to find out about the recent and distant past.
- support our children's development of chronologically secure knowledge and understanding of British, local and world history.
- provide access to facts, dates and accounts of the past via primary and secondary sources including artefacts, photographs, oral and written sources.
- enable children to confidently use a wide vocabulary of everyday historical terms and those relating to specific periods.
- provide our children with a range of transferable skills such as the ability to conduct research, find and evaluate sources of information.
- Provide opportunities to support cultural capital.

IMPLEMENTATION: HOW WE DO IT

At Seabridge Primary School, the Early Years is the first opportunity to introduce pupils to the vocabulary associated with History. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world, which has changed over time.

We have begun our journey into delivering our History curriculum in KS2 through Opening Worlds which is a knowledge-rich humanities programme. It is known for its thoroughness in knowledge-building, achieved through intricate coherence and tight sequencing, which also aligns with the way in which the KS1 History programme is delivered.

Historical (substantive) knowledge is supported with historical processes (disciplinary knowledge) and children are encouraged to explore events with curiosity, build on arguments, weigh evidence, and formulate their own ideas.

The children are given regular opportunities to recall previous knowledge, and the lessons are chunked to support the retention of information and to build on core knowledge and skills year on year. Each lesson will include a recall task and an opportunity to activate prior knowledge which will support the children in that lesson's learning.

Historical enrichment activities are embedded throughout the curriculum and provide an opportunity to answer historical questions about the world around them in a way that further enhances the curriculum.

IMPACT: WHAT DOES IT LOOK LIKE



By the time children leave Seabridge Primary School they will:

- Have an excellent knowledge of historical events and significant people throughout time and be able to explain how these have shaped history.
- Become increasingly critical and analytical with their thinking, developing the skills to make informed and balanced judgements based on their knowledge of the past.
- Have an extensive base of historical knowledge and vocabulary which will allow the children to confidently articulate their understanding of taught concepts.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who have lived/are living there.

Each area of history will be assessed with a summative assessment linked to the learning throughout the unit, this allows the children to draw upon their knowledge and understanding throughout the history curriculum.
