

Intent: What do we want our children to learn?

At Tregoze Primary School, we want our history curriculum to give children a better understanding of the society in which they live as well as the wider world. Children should develop their understanding of the chronology of Britain and other global civilisations and be able to recall key dates and facts that will enable them to make links within and across civilisations and periods of time and evaluate how the past impacts upon the present.

We want our children to become history detectives; curious and inquisitive but also able to critically evaluate historical sources and interpret information to learn about the major events which have shaped Britain and the wider world. Historical context should help children to understand their own society and evaluate their personal choices, attitudes and values.

Children should leave Tregoze with a good understanding of the themes that shape our history, and the knowledge, skills, understanding and vocabulary needed to shape their future.

History: all summed up!



Implementation: How do we achieve this at Tregoze?

Sequence of learning

Our curriculum is carefully mapped to ensure that children can build on their prior knowledge and make links within and across periods of history. Each lesson begins with a low-stake recap exercise to help the children recall key facts from the current and previous units of study. Knowledge Organisers are used to provide a summary of what should be learned by the end of each unit; these also contain links to previous units.

Skills

It is important that the children develop the progressive skills of a historian throughout their time at Tregoze. In History, pupils find evidence, evaluate it and reach their own conclusions. To do this successfully, they need to be able to research, interpret data and evidence, including primary and secondary sources, and argue their point of view; skills which are transferable to other subjects.

How it is taught

History is taught in a variety of ways, including immersive experiences, museum visits and hands on investigation with artefacts and primary and secondary evidence. Where possible, history is linked with other subjects and taught in a cross curricular manner; for example, reading is taught using historical texts; the reading skill of inference can be practised with historical evidence; writing in history can apply to many of the genres first taught in English.



The washing line of history!

Who? When? Where? What?

Knowledge and recall of facts, dates, events and historical figures provide the pegs of chronological understanding.



Why?

From the pegs of knowledge, children can hang their understanding of cause and effect.



So what?

Children can start to make links within and across periods of history, spotting patterns and making predictions.

Impact: How do we know?

Ongoing formative assessment takes place throughout the year via observation and pupil conferencing. Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. Progress is reported to parents at the end of the year. By the time the children leave our school they should have developed:

A secure knowledge and understanding of people, events and contexts from the historical periods covered.

The ability to think critically and communicate confidently to a range of audiences.

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

The ability to think, reflect, debate, discuss and evaluate the past, forming lines of enquiry and understanding 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.