

History Curriculum Intent, Implementation and Impact Overview

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

School has identified key intentions that drive our History curriculum. At Fitzwilliam Primary School our History curriculum intentions are:

| Intent | Research link | Implementation | Impact |
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| <p>To build a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History. Children will know more, remember more and understand more.</p> <p>To design a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study</p> <p>To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the</p> | <p>"Most fundamentally, history teaches us to look past the ephemeral and search out the underlying, long-term dynamics of problems" Crowcroft 2018</p> <p>OFSTED Curriculum Research indicates that: OFSTED research defines a 'knowledge-rich' approach as one in which curriculum leaders are clear on the "invaluable knowledge they want their pupils to know". (September 2018)</p> <p>Enhancement - Education Endowment Fund research indicates that given the complex nature, and limited evidence of</p> | <ul style="list-style-type: none"> • Knowledge Organisers Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum. • Knowledge Walls History on Knowledge Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History, BV and SMSC, and enable pupils to make links across the wider curriculum. • Subject specific and content specific vocabulary Identified through knowledge organisers and knowledge wall and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes. • Big picture and daily review New history learning is put into the context of the big picture of history learning throughout school, and a daily review of immediate previous learning in the subject. • Provision in EYFS | <ul style="list-style-type: none"> • Children will know more, remember more and understand more about History. • Children will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication. • The large majority of children will achieve age related expectations in History. • As historians children will learn lessons from history to influence the decisions they |

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| <p>spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p> | <p>impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should <i>replace</i> curriculum-linked activities, as this might have a negative impact on attainment.</p> | <p>Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two.</p> <ul style="list-style-type: none"> • Chronology and class timelines Each class has a timeline that follows them throughout school. This records all previous history learning and enables children to put new learning in the context of previous learning. • Books Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area • Use of artefacts Where possible we use artefacts for children to explore and investigate. We believe that handling or viewing real objects enhances the children's historical knowledge, understanding and skills. • Use of sources / bias We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence. • Assessment Class teachers assess children's understanding in History and this is then recorded on Target Tracker. This data is then analysed to improve the children's learning in History. • Outdoor learning We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom. • Approaches to teaching A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of | <p>make in their lives in the future.</p> |
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| | | <p>whole class, group work, including Kagan structures, and individual learning in history lessons.</p> <ul style="list-style-type: none"> Consistent teaching sequence History lessons will follow a clear and consistent teaching sequence, including putting the learning in the 'big picture', placing of the History being studied in the chronological context of previous learning, using the class timeline, a daily review, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct Historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate. Learning environment The learning environment is designed to ensure children develop their history knowledge, and continue to know more, remember more and understand more. Knowledge walls and class timelines are key drivers to this, with teachers making reference to them during lessons and at other regular times during the week, including during weekly knowledge quizzes. Research: Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history. Basic skills -English, Maths and computing skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context. Cultural Capital - We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to history (please see Cultural capital overview). We recognise that to have impact the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know. | |
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| | | While educational visits and visitors may be suspended due to COVID 19, we actively explore other ways to bring cultural capital to our children, for example through the internet, using virtual tours and video calls. | |
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Pedagogy

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| In History, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In History, the following approaches will be used, and be evident in pupils' books, in order to ensure that the History learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their history experiences in school: | | | | | |
| Teaching Sequence in History | Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline | Possible pedagogical approaches used in History | Behaviourism | Direct teacher instruction; modelling of skills and techniques; demonstration | |
| | Daily review: Brief review of learning covered in previous lesson/s | | Constructivism | Inquiry-based learning; outdoor learning | |
| | Specify key subject specific and content specific vocabulary to be used and its meaning | | Social Constructivism | Teacher modelling; questioning; mix of individual, paired and group instruction | |
| | Conduct Historical enquiry using a variety of sources and / or artefacts | | Liberationism | Pupil-led learning; opportunities to showcase learning | |
| | Interpret their findings | | Learning, working and talking like a historian | Being introduced to the key subject specific and content specific vocabulary that a historian would use; defining the key subject specific and content specific vocabulary that a historian would use; high expectations of pupils 'talking' like a historian; high expectation of pupils researching, interpreting and presenting like a historian | |
| | Communicate their historical knowledge and understanding appropriately | | | | |
| | Evaluate their learning and compare with other historical periods studied as appropriate | | | | |