



## History Curriculum Statement

Intent	Implementation	Impact
<p>History has always been held in high regard at Teagues Bridge primary, with the school's own rich history within the context of the local area a celebrated and inspiring feature of the school. 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.</p> <p>As a result of this they will</p> <ul style="list-style-type: none"><li>• Increase and develop their historical skills, concepts, knowledge and attitudes.</li><li>• Increase their understanding of the present in the context of the past.</li><li>• Develop and use their skills in enquiry, analysis, evaluation, and argument.</li><li>• Develop their interest in the past, arousing their curiosity and motivation to learn.</li><li>• Develop a sense of identity through learning about the past</li></ul> <p>The history curriculum at Teagues Bridge makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.</p> <p>Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Teagues Bridge is carefully planned and structured to ensure that</p>	<p>History is taught using themes throughout the year so that children can achieve a deep understanding in an immersive, cross curricular curriculum. At Teagues Bridge, the history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. The curriculum is delivered in chronological order separately in Key Stage 1, and then again in Key Stage 2 to ensure that children's chronology skills are constantly developed throughout the entirety of their school life.</p> <p>Existing knowledge is checked at the beginning of each topic using a pre-unit assessment. This ensures that teaching is informed by the children's starting points and misconceptions. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.</p> <p><b>Knowledge Organisers</b> Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.</p> <p><b>Subject specific vocabulary</b> This is identified through knowledge organisers and highlighted to the children at the beginning of lessons and revisited through the lesson using LOs and flipcharts and knowledge quizzes.</p>	<p>Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more.</p> <ul style="list-style-type: none"><li>*Children will know more, remember more and understand more about History.</li><li>*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.</li><li>*The large majority of children will achieve age related expectations in History.</li><li>*As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.</li></ul> <p>We track the impact of history through the use of pre/post-unit assessments, assessment for learning tasks throughout the topic and through teacher's questioning.</p> <p>Assessment for Learning reflections take place at the end of lessons and are used to show teachers what children have understood and provide the opportunity to identify misconceptions which need addressing in the next lesson.</p>

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In line with the national curriculum 2014, the curriculum at Teagues Bridge aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge and type of task to the needs of the child.

### **Big picture**

New history learning is put into the context of the big picture of history learning throughout school, and a review of immediate previous learning in the subject. Each lesson flipcharts show previous learning and how this lesson links with previous learning and knowledge.

### **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 new 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 real objects enhanced 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. Emphasis is placed on analytical thinking, source enquiry and questioning which helps pupils gain a coherent

Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.

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#### **Outdoor learning**

We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom.

#### **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. 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.

Teachers identify the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

Cross curricular outcomes in history are specifically planned for, with strong links between the history

curriculum and morning literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum.

In addition, staff have access to national agencies, including the History Association, of which the school is a member of. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

**Early Years Foundation Stage (EYFS):**

At Teagues Bridge Primary, we follow the 'Early Years Outcomes' guidance which aims for all children in reception to have an 'understanding of the world; people and communities, and the world and technology'

**Key Stage 1 and Key Stage 2:**

by the end of the academic year. In Key Stage 1 Pupils are taught:

- Enquiry: To compare their life to significant people from the past and to find similarities and differences between the events of the past.

- Investigating and Interpreting the past: To explore photographs, 3 artefacts and simple text to make comparisons.
  - Chronology: To place events in chronological order on a timeline, including artefacts, words, phrases and dates.
  - Making connections: To link changes in living memory to changes in national life.
  - Communicate historically: To use simple historical words and phrases to answer questions.
- In Key Stage 2 Pupils are taught:
- Enquiry: To explain the significance of events and clarify similarities and differences between cultural, social and religious aspects of a period.
  - Investigating and Interpreting the past: Explore different interpretations of the past through the impact of contrasting sources from the same time.
  - Chronology: 1. To demonstrate a deep understanding of the chronology of a series of events on a timeline and explain the impact of one event upon another. 2. To use dates and terms accurately in describing events.
  - Making connections: To discern between past periods of time and societies analysing trends.
  - Communicate historically: To use historical vocabulary to ask and answer valid questions and to pursue lines of enquiry.