

History

The more you know about the past, the better prepared you are for the future.'
Theodore Roosevelt



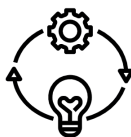
Intent - we aim to ...

... **provide** a vast and comprehensive understanding of history that will instil a love and curiosity of learning about key events.

... **develop** an understanding that history is about real people who have lived and who have had a significant impact on the past and have helped to shape the world today.

... **develop** a sense of different time periods through a learning journey that has an emphasis on chronology from EYFS up to the end of KS2.

... **provide** an **exciting** and varied curriculum, full of exciting resources that interests and intrigues all children and reflects all cultures, abilities and backgrounds.



Implementation - how do we achieve our aims?

Our History curriculum is designed to ignite children's curiosity about the past in order to understand the idea that a world existed before they and those around them existed. Alongside historical knowledge there is a focus on the development of specific historical skills through lessons that are structured to ensure that children know more and remember more.

Now Press Play resources help bring the past alive.

Our **Curriculum Skills Progression and Assessment Handbook** document sets out the expectations for each key stage, and is broken down into year groups so that all teachers can see where children have come from and where they are destined to go. The **Chris Quigley Skills Essentials** document has been used to create this document and it is used for planning and assessment.



Implementation – continued

In EYFS, children ask questions and learn about their own environment, and their family history using key vocabulary. In KS1, children continue to learn about chronology and investigate timelines. They utilise the history of the local area as well as studying significant people and events that have shaped society locally and globally.

In KS2, the children develop their understanding of history through time, by building on their previous knowledge. They explore a range of time-periods, in depth, using a varied range of historical skills and make connections, comparisons and contrasts. They ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Questions are an integral part of the learning cycle, in order to develop children's retrieval and deepen their learning of the subject so that they become experts at retrieving facts and can **speak knowledgeably**. High quality resources from 'Key Stage History' support teachers in their delivery and have a focus on the use of historical sources and investigation.

Across school artefacts and real-life examples are an important feature of our history topics. They allow children a 'hands-on' experience of that period of history so that they gain a deeper understanding of the topic or area of history being studied. Extra curricular visits and visitors are utilised to deepen understanding inspire, engage, enrich and enhance children's learning experience of history.



Impact – how will we know we have achieved our aims?

Children will have a 'well-based' historical knowledge which will help them to understand how modern Britain has been formed today and prepare them to become historians in KS3

Children will have a good sense of chronology and will be able to **speak knowledgeably** about periods an time and the events associated with them.

Children will develop **resilience** and embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Children will use a range of historical sources and evaluate which are better than others.

They will understand that sometimes historians have to fill in the gaps left by incomplete evidence.

Children will showcase exhibitions of the work they have produced, sharing the key knowledge and skills they have acquired. school, as well as links with cross curricular subjects