



# History

We strive to ensure that all children enjoy History and experience opportunities to learn about the past in creative, meaningful and memorable ways. Our History teaching is engaging and aims to help pupils understand their own identity and the challenges of their time. We develop an understanding of the past and its significance in terms of life today.

## Intent

We aim to:



Gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Inspire pupils' curiosity to know more about the past.

Encourage children to ask perceptive questions and think critically.

Understand the process of change.

Understand the diversity of societies.

## Implementation

How we achieve our aims:



**Ambitious Curriculum for All**

Our approach to teaching History is underpinned by the

[EYFS Statutory Framework](#)

[National Curriculum](#)

and by evidence from

[OFSTED Subject Report – History](#)

[OFSTED Research Review - History](#)

### Substantive Knowledge

A strand approach aligned with the National Curriculum, revisiting key concepts at greater depth as children progress and are scaffolded by the CUSP curriculum:

- Community
- Knowledge
- Invasion
- Civilisation
- Power
- Democracy

### Disciplinary Knowledge

We develop pupils' ability to think as a historian by developing:

- Chronology
- Cause and consequence
- Change and continuity
- Similarity and difference
- Evidence
- Significance

### Curriculum Links

History links in various areas across the curriculum. Examples include:

- Maths- An understanding of chronology and time
- Geography – where in the world historical events happened
- PSHE – diversity of societies

### Enrichment

We enhance our History curriculum through:

- Use of visitors in and visits out of school
- Enrichment activities creating historical art pieces
- Celebration of key events such as jubilee and coronation
- Assemblies
- Artefacts and replicas

## Inclusive and Adaptive Teaching

*The expectation is that the majority of children will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of children's understanding and their readiness to progress. (National Curriculum)*

### Support

- Connections to previous learning are made in a clear manner, both verbally and visually
- Activities are adapted to meet need and avoid cognitive overload for all, especially SEND children
- Access to Knowledge Organisers, visual aids and vocabulary
- One to one and small group support within lessons
- Clarification and simplification of language and instruction

### Challenge

- Higher level questioning throughout lesson.
- Challenged recall with reduced access to support materials
- Adapted worksheets and activities
- Empowering peer-led discussions to foster confidence in explaining Historical concepts to others.

## Assessment

Formative assessment takes place every lesson:

- Questioning
- Use of 'Show Me' boards
- Assessing if the children are ready to move on at the point of teaching through in-class observation and live, in lesson marking
- Active feedback post lesson to identify misconceptions and plan next steps
- Low stakes quizzing

## Components of Effective Lessons

- The use of carefully designed screens and images.
- Paired and group work to support exploration and promote oracy and discussion
- Direct teaching which makes clear connections with previous learning
- High quality modelling
- Practice to embed learning and make progress
- Consolidation through revisiting and evaluation in order to deepen learning
- Access to support materials, knowledge notes and vocabulary
- Teachers and LSAs supporting learning, asking skilful, probing questions.
- Use of physical resources and practical activities where appropriate.

## Subject Leadership

### Resources

- Carefully designed screens using a range of images
- Historical sources
- Artefacts
- Non-fiction texts
- Knowledge organisers
- Video clips.

### CPD

CPD includes both in-house and online training.

### Quality Assurance

We quality assure through:

- Pupil book study
- Learning walks
- Book looks
- Staff voice



## Impact

Our outcomes:



Children have an understanding of Britain's past and the wider world.

Children understand the complexity of people's lives, the process of change, diversities of societies and the relationships between different groups.

Children ask perceptive questions, think critically and weigh evidence.

Teaching teams are confident when teaching History.

All children make progress from a range of starting points.