

History Curriculum Intent

Implementation

The curriculum for history is divided into two 'cycles'. Each cycle contains a discrete body of knowledge and, at the end of each cycle, knowledge is tested through informal creative assessments, which seek to demonstrate the knowledge gained through the unit of work. Cycles will build on each other across phases and develop a deeply embedded sense of chronology, knowledge of key historical facts and appreciation of the role that key historical figures have had in our history. Phases work together in the planning and implementation of the curriculum and 'Knowledge sheets' are used to identify key focus' skill progression, language and key historical figures.

History is taught in blocks throughout the year, so that children achieve depth in their learning. The History subject leader has identified 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.

Historical concepts are taught and linked to each other through examining, **People, Power, Place in History and Purpose**. These common themes are introduced in Key Stage one and feature in each unit across Key Stage 2. Through these themes Children will understand how the past has informed subsequent periods of History and consequently their own lives.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to 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 Egyptians. Year 6 investigate more modern periods of history and consider the impact that these have had on modern life.

Cross curricular outcomes in history are specifically planned for with strong links between the history curriculum and writing cycles enabling further contextual learning. The local area is also fully utilised both within Key stage one and two to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded within practice. Planning is informed by and aligned with the national curriculum with a particular emphasis on chronology and the impact of key historical figures.

Intent

At Havannah Primary School our intention within History, is to develop within our pupils a deep sense of chronology and an appreciation of the significance of individuals within the shaping of our History.

Our curriculum will nurture a deep sense of inquisitiveness and ingenuity within our pupils and enable children to make connections and transfer skills and knowledge to a variety of learning opportunities. Our uniquely creative curriculum will inspire our pupils, stimulate their curiosity about the past and encourage investigation and critical thought. Children will understand how the past informs the future and how the past has impacted our own lives and experiences. Children will ask and answer questions about the past and drive their learning through enquiry and investigation.

Impact

Outcomes in History books link to key questions and children build answers through carefully planned units. Pupils review their knowledge throughout a sequence of lessons and place it within a timeline which develops throughout their primary career. Pupils are able to make links within their learning and across historical periods. Pupil voice reflects an understanding of how our past builds our future and has directed impacted their own lives

Our History curriculum also demonstrates progression across key skills: enquiry, chronology, investigation, interpreting, making connections and communication.

Enrichment

A variety of opportunities allow children the opportunity to enhance their curriculum and further enhance their understanding of the key periods of History.

- Outdoor learning
- Artefacts
- Rich texts
- Curriculum visits and visitors
- Technology