

History Firsy Foundation

Intent

- Give pupils, a coherent knowledge and understanding of Britain's past, including how that has influenced and been influenced by the wider world.
- Build pupils' understanding of significant aspects of world history
- Develop acceptance, tolerance of others' beliefs and understanding of ideas such as equality and democracy, by learning about a diverse range of historical times, peoples and figures.
- Develop understanding of historical concepts such as continuity and change; cause and effect; similarity and difference.
- Inspire curiosity in the past, teaching pupils the methods of historical enquiry. This will include the rigorous use of evidence and discovering how and why contrasting interpretations of the past have been constructed.
- Give historical perspective, by placing pupil's growing knowledge into different contexts, making connections, discussing and debating ideas and creating their own structured accounts.
- Provide opportunities for participating in culturally important events such as: Armistice Day, Holocaust Memorial day, Roma History Week, Black History month.
- Building a secure understanding of historical vocabulary, identifying tier 1, tier 2 and tier 3 vocabulary.

Implementation

- The History curriculum is taught within the framework of Cornerstones topics. Each topic has been selected to ensure coverage of the National Curriculum Attainment targets within Key Stages one and two. In the EYFS, 'Knowledge and Understanding of the World' provides children with opportunities to develop their understanding of themselves, the past and the world.
- The History subject progression document, makes explicit, the substantive and disciplinary knowledge and core skills which are required by the National Curriculum at each stage of learning. 'Golden Nuggets' make clear, the key learning for each topic. These also allow staff to adapt learning to children's different starting points.
- Each History topic is structured around a key question which is investigated during the sequence of learning. Lessons build towards this with a key question forming the starting point for each step.
- History is not taught every half term. Each year group complete three historical studies over the year. Care is taken to ensure that any SEND intervention does not prevent children from taking part in History lessons. Learning is recorded in individual topic books or whole class topic books where appropriate.
- Learning environments reflect and enhance the learning taking place. This includes displaying vocabulary and timelines for History topics. Timelines where appropriate will include the inclusive terms BCE and CE although children will also be taught to understand BC and AD.

Impact

- Progress and attainment is measured through on-line quizzes and assessment grids which are completed at the end of each topic, then collated and analysed by the subject co-ordinator.
- Monitoring of progress and attainment includes book scrutinies, pupil voice and teacher voice.