

History curriculum statement

Intent

At Marwood School the principle aim of history is that through the teaching of history skills, knowledge and understanding, pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in the local area, in Britain and in other parts of the world. They look at history from various perspectives including, political, economic, technological, scientific, social, religious, and cultural. Children think critically about fact and opinion and use different sources of information to help them investigate the past both in depth and in an overview, using dates and historical vocabulary to describe events, people and developments. Where possible, use is made of the local environment and community, and children learn that the past can be represented and interpreted in different ways. We will deliver a curriculum which aims to ensure that all pupils:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- Will discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire into Historical themed questions and form their own opinions and interpretation of the past
- Gain and deploy a historically grounded understanding of key vocabulary such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Implementation

Based upon the National Curriculum and the individual needs of our children, history is taught as part of our two-year cycle for each class and Foundation stage children learn history through 'Understanding the World' within the EYFS curriculum. From years 1 to 6, we teach geography and history in equal measure throughout the cycle, ensuring that our children receive a well- rounded teaching of both subjects throughout the two years; the coverage of the history curriculum is ensured through careful planning. Each individual lesson follows the same format across the school and has content that is scaffolded so that learning is age-appropriate and high expectations are maintained. Children use history books to record learning in a way that is memorable to them. A timeline of people, events and epochs is available in each class and teachers are encouraged to reference this, when appropriate, during all lessons to help to develop an awareness of chronology.

Across the school history curriculum, the children link their learning by following 'golden threads' as well as developing their knowledge of 'key vocabulary' specific to this subject. The 'golden threads' they build upon during each unit of work are 'Chronology', 'Ambition' and 'Respect and beliefs. These three threads are each linked to one of the school core values of 'Learning to learn', 'Ambitious progress' and 'Respectful consideration' and they, alongside 'key vocabulary', are featured on the 'knowledge organisers' used by the children as a point of reference for each unit of work studied. Teachers use questioning and provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by them in every lesson. Key historical knowledge (such as, the names of different epochs and the names of significant individuals in history) is revisited frequently, to make learning memorable,

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relevant, and easy to retrieve by using 'quick quizzes' and by referring to previously used 'knowledge organisers' which each teacher has access to so that they have a good understanding of the previous knowledge of the children in their class. A history display board (situated in the class 3/4 cloakroom) is used to enhance pupils' learning and to develop staff expertise. We support learning with visitors and trips to inspire our children and widen their historical experiences. Teachers are also encouraged to use a range of resources such as videos, photographs, historical artefacts, Ordnance survey maps, atlases and Google maps during lessons to help create immersive learning experiences.

Impact

The impact of our history curriculum is measured in a variety of ways: the class teacher can assess children by giving the children quick fire quizzes, questioning them during lesson time, marking children's written work, listening to child-led discussion and by recording events by means of photographs and videos. Each term, the subject leader will collate these assessments from staff, interview pupils from across the school about their learning, examine history books from across the age groups and discuss the achievements of children in history with their teachers. By the end of the history curriculum at Marwood, our children will:

- Become increasingly critical and analytical within their historical thinking, making informed and balanced judgements based on their and others' knowledge of the past.
- Become increasingly aware of how historical events have shaped the world that they currently live in.
- Have a better understanding of local, national and world history and will have a sense of chronology.
- Have developed enquiry skills to pursue their own interests within a topic.
- Have, where applicable, encountered or participated in high-quality visits/visitors to further appreciate the impact of history.
- Be able to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Use the language of history, confidently.

EYFS

History is encompassed in the EYFS through 'Understanding of the world'. At Marwood, children begin and continue to develop an understanding of history through themed learning. In addition, we encourage children to reflect on their own special events and express their own past experiences by using a class timeline which is developed over a school year. Children have a learning environment enriched with theme based historical resources to enhance children's senses and curiosity and to incorporate into their imaginative play. Children are supported to develop an understanding of their own identity and to respect the similarities and differences in both the traditions and values of others. Furthermore, PSED allows children to discuss with each other their feelings and understanding of the world through their own experience. In addition, the Characteristics of Effective Learning within the EYFS, encourage children to explore their world around them. By engaging with objects and environments that they see, teachers encourage children to explore, question and develop curiosity about the history and significance surrounding them.