

History Curriculum Statement

INTENT

Purpose of Study

We intend to provide a broad and balanced History curriculum which provides children with the opportunity to develop, build and master their skills, knowledge and understanding of Britain and the wider world.

All children will become historians, knowing and understanding history as chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in within and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We endeavour to ensure that all children enjoy and love learning about history by gaining this knowledge and skills, not only through classroom experiences, but also with the use of fieldwork and educational visits.

Rationale

Our curriculum is designed to inspire children to show curiosity about the past by asking perceptive questions, thinking critically, evaluating evidence and developing clear perspectives and judgements. We aim to teach children to understand the complexity of people's lives, the process of change, the diversity of society and relations between different groups, as well as their own identity and the challenges of their time.

The History curriculum is designed to develop pupil's historical enquiry, knowledge, understanding and communication. This is progressive from Early Years to Year 6, ensuring children gain an increasingly mature and informed historical perspective on their world.

IMPLEMENTATION

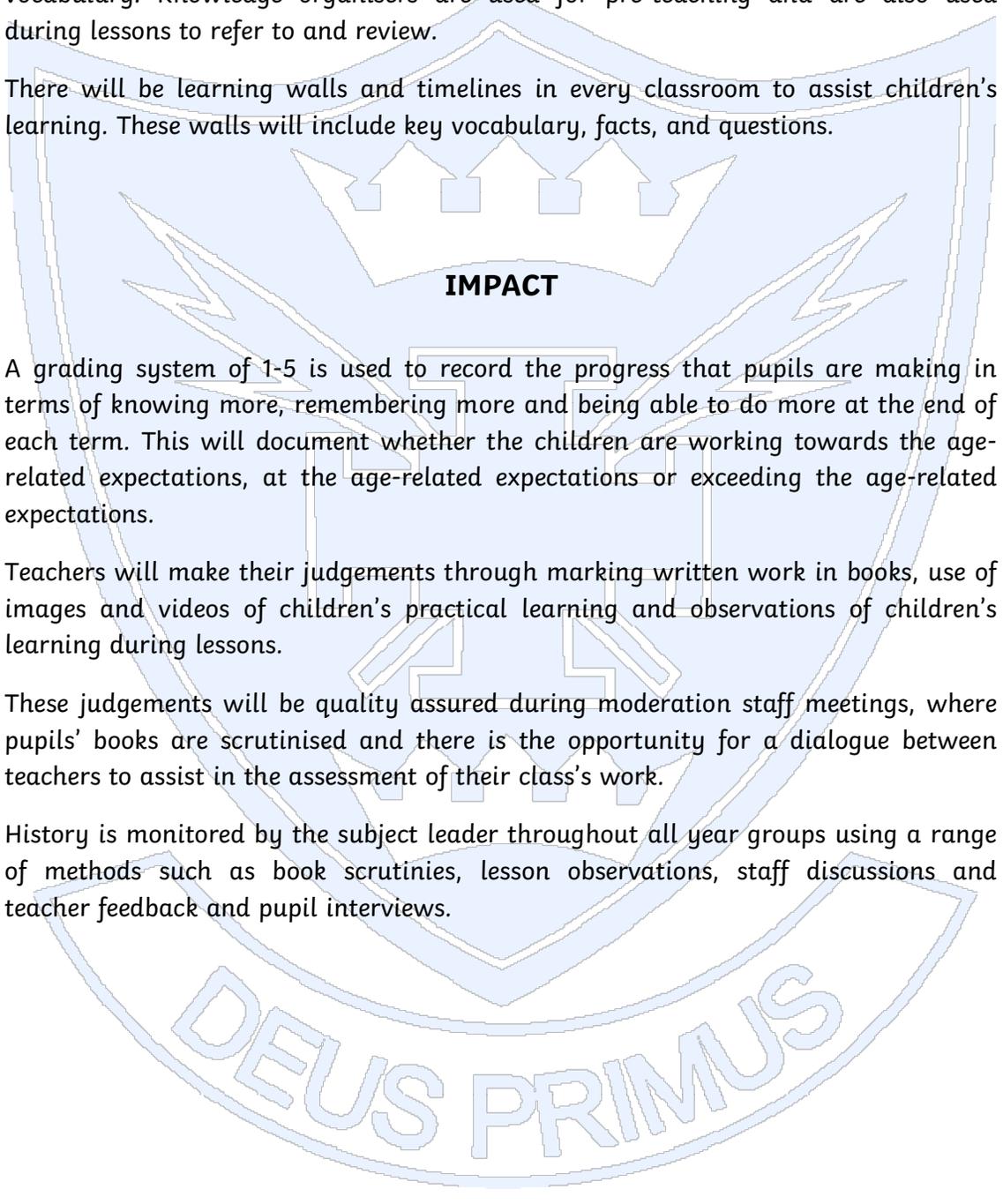
Our history curriculum is progressive throughout the whole school, ensuring high standards of teaching and learning. History is taught in three-week blocks, focusing on the knowledge and skills of the national curriculum. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. Children will also study world history, including the ancient civilisations of Greece, Egypt, and the Maya. We plan for cross curricular links and give children 'real life' memorable experiences specifically from our locality, Wythenshawe.

We begin every lesson with a historical question designed to generate curiosity and the learning will grow over a sequence of lessons. The children will then gain

knowledge and understanding using artefacts, sources, and pictures. Children take part in an open discussion and are encouraged to ask questions about the sources. Following this, teachers will then give children the knowledge. Finally, children will communicate what they have learnt.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain and remember new facts and vocabulary. Knowledge organisers are used for pre-teaching and are also used during lessons to refer to and review.

There will be learning walls and timelines in every classroom to assist children's learning. These walls will include key vocabulary, facts, and questions.



IMPACT

A grading system of 1-5 is used to record the progress that pupils are making in terms of knowing more, remembering more and being able to do more at the end of each term. This will document whether the children are working towards the age-related expectations, at the age-related expectations or exceeding the age-related expectations.

Teachers will make their judgements through marking written work in books, use of images and videos of children's practical learning and observations of children's learning during lessons.

These judgements will be quality assured during moderation staff meetings, where pupils' books are scrutinised and there is the opportunity for a dialogue between teachers to assist in the assessment of their class's work.

History is monitored by the subject leader throughout all year groups using a range of methods such as book scrutinies, lesson observations, staff discussions and teacher feedback and pupil interviews.