

## History

### Intent: (what is the purpose of this subject)

We encourage our young historians to be able to understand era, society, change and importantly, how history is formed. Our intention is to create thinking, questioning and evaluating young people that have a solid grasp of the chronology and events in ancient, modern, local and world history. Our high-quality history curriculum provides an offer that is relevant and reflective of the community we are a part of.

In the Early Years we want children to have an understanding of their own personal history and understand that some things happened before they were born. Teachers will build on the interests of the children when it comes to historical areas for study, as research shows that working 'from where the child is' provides excellent results (Anna Ephgrave, Planning in the Moment, 2018).

By the end of Key Stage One, we want children to have a good grasp of chronology. We aim for children to understand that there were certain historical events and figures that shaped the way we live today and to celebrate many diverse individuals.

By the end of Key Stage Two, we want children to have developed a strong understanding that history can take many forms. We want to upskill children to feel ready and confident to tackle important issues and questions in later life, with a full understanding of how perceptions can shape the narrative of history. We aim for a broader understanding of the 'big picture' of the past, by incorporating unit overviews and knitting together learning from past years and making comparison.

### Implementation: (how is this structured/sequenced)

Each historical unit is stand-alone, and never taught within a 'theme'. Our rationale for this is so that children will understand the subject of 'history' and not confuse it as a catch-all 'topic'. Within each year group, content is sequenced broadly chronologically to support understanding of how each period links and connects with another.

Each Medium Term Plan will follow a similar format below, which encompasses both knowledge and skill:

- Lesson 1: Analyse primary sources
- Lesson 2: Place the era on a timeline (Moore et al. Creative Approaches, 2020).
- Lesson 3: Analyse secondary and primary sources
- Lesson 4: Recreate, retell and explain
- Lesson 5: Debate a key question
- Lesson 6: Write in the style of a first-hand account

### Pedagogy: (what is the approach taken)

Pre-teaching, Communication In Print, word banks and displays may also be drawn upon to support all children. Home learning may be drawn upon where relevant and useful and visits may be arranged by class teachers, to ensure cultural capital.

### Elements to our history lessons

At CMPS, we follow the National Curriculum in terms of the substantive knowledge that is deemed valuable and we supplement this with units of work that are relevant to our children e.g. Brixton Race Riots in Year 6

and the Windrush Generation in Year 2, with a strong focus on the 'skills' of a historian.

We believe that it is essential for our pupils to be exposed to both knowledge and skills and that this knowledge can be retained and the skills built upon year on year.

### **What will you see in a lesson?**

Every history lesson will be centred around the following areas:

- **Memory platforms** – children will revisit material from previous learning from within the unit, whilst addressing the 5 'stickability' knowledge points. Memory platforms in history could include activities such as: odd one out, find the fiction, match the picture to vocab./key event, recall five facts about..., match the five labels to the diagram, match the statement to the significant figure.
- **Connect** – Link session to prior learning: recap previous session, link through chronology, significant events or significant people, draw on common themes e.g. cause and consequence, change and continuity, link to previously used primary or secondary resources. Ensure the learning for the lesson is clear and revisited throughout.
  - **Keywords** – Integrate two to five key words linked to learning with images/videos/word maps/context to support. Vocabulary linked to knowledge and skills e.g. Emperor, consequence. Revisit in succeeding lessons.
  - **Modelling** – Present material in smaller steps with examples to guide learning. Video clips, teacher talk (with primary and secondary sources), flipcharts to introduce significant events/people/chronology and discrete history skills (enquiry, cause & consequence, change & continuity, analysis, debate).
  - **Independent practice** – Children have the opportunity to apply their historical knowledge and skills in a range of contexts. This may be through written work, the critical analysis of primary and secondary sources, including artefacts or discussion based tasks such as debates.

### **Impact: (how will outcomes be measures for your subject)**

Outcomes in history are assessed through two end-of-unit 'big questions' - one knowledge-based and one skill-based. Each 'big question' will be assessed by the teacher to identify whether a child has met or exceeded the expected standard. These assessments will be used to inform the teacher's end of year summative assessment. Exemplifications of unit work will support teachers assess this.

### **Next steps: (what are the key priorities for development in this subject)**

1. To resource more artefacts for enquiries.
2. To continue to support teachers in attending high quality visits/having visitors in school to support the teaching and learning within history.