

## INTENT

Our broad and balanced history curriculum has been developed in line with the National Curriculum and promotes our REAL wheel values, learning superpowers and the UNCRC to develop skills and knowledge.

History at Hursthead Junior School will enable children to gain a coherent knowledge and understanding of Britain's past and of the wider world. Teachers should inspire children to be curious to know more about the past. Teaching throughout the school should equip the children to ask historically valid questions, think critically and make connections. History helps children to understand the changes in people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Therefore, through our learning experiences, we endeavour for children to:

- Develop secure knowledge of chronology within and across time periods.
- Make links between different areas of the curriculum whilst developing a curiosity to learn more about the past.
- Reflect on the past and make meaningful links to the present day.

## IMPLEMENTATION

Children are taught through a knowledge based curriculum which is made explicit to them at the beginning of each lesson with a success criteria focussing on the National Curriculum objectives:

- Historical content
- Historical chronology
- Historical Enquiry
- Historical Interpretation
- Historical Communication
- Historical Concepts

Teachers will cover the history curriculum through creative themes where appropriate. These themes are taught in chronological order in line with the National Curriculum. The planning for this will include a 'Launch Pad' and a 'Landing Pad' at the beginning and end of a history unit. Teachers will use various sources of information to stimulate learning including books, photographs, the internet, TV broadcasts, artefacts and first-hand experiences. Teachers will promote an enquiry-based approach, fostering a love for learning. An overarching question will be used for each history unit, which will be referred to throughout a unit. Teachers have high expectations for pupils no matter their ability. Therefore, setting ambitious learning intentions and identifying challenges. Teachers work together with Teaching Assistants (where appropriate), to ensure pupils with additional needs can access history. Pupils will be encouraged to communicate and record their work in a variety of different ways, including orally, visually and in writing. We value the importance of visitors and partake in educational visits such as Castleton in Year 4 to enhance their contextual knowledge and engage learners. Yearly CPD and feedback from training courses, book looks and learning works enable staff to keep up to date with the history curriculum and see how the children are progressing year on year. (see 'progression of skills' document).

Across the school, history is linked within our Creative Curriculum topics, working closely with the geography curriculum. Despite this approach, history is taught discretely – we want to ensure that children know they are working as historians. Through a spiral approach to the curriculum, children revisit skills in ways that build depth of knowledge and understanding.

## IMPACT

- Teachers formatively assess which children are making progress towards the National Curriculum objectives by considering if they are using these skills as set out in the success criteria.
- Feedback from planning, pupil voice, learning walks and book scrutinies evaluate the impact of our curriculum.
- Children will communicate historical information in a variety of ways.
- Progressively, they acquire a range of historical skills, knowledge and vocabulary to be able to draw their own conclusions and provide basic justifications, for instance, by responding to overarching questions such as 'What did the Romans do for us?'
- Children leave the school with a wider understanding of Britain's past and the wider world and how they can make an impact, thus leaving their own legacy.