

History – Intent, Implementation & Impact

At The Aspire Hub, we are HISTORIANS! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts.

Intent

Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain.

We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world.

We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation, analysis,

Implementation

Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

KS1

History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines. History will look at significant events and people who have shaped society, locally, nationally and globally.

KS2

Each group studies aspects of local history, a British history topic and an ancient history topic.

UK history is taught chronologically to allow children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning by placing previously taught History topics on a timeline.

In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons and topic books.

At the start of each topic children will review previous learning and will have the opportunity to share with others what they already know about a current topic.

Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document. Key vocabulary for each topic will be on show in the classroom for children to access, so their learning of these key words will be embedded.

CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to Purple Mash, Twinkl, Plan Bee However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.

Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.

Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation. They also have an opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.

Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing.

Educational, immersive displays that answer key questions help to create a rich learning environment for each History topic.

Impact

The impact of this curriculum will lead to progress over time across key stages. It will be relative to a child's individual starting point along with identifying the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge.

Children will therefore be expected to leave reaching an age-related expectation for History. Our History curriculum will also lead children to be enthusiastic history learners, evidenced in a range of ways, including pupil voice, their work, displays and floor books.