



Subject Rationale: History

A high-quality History education should equip children with the ability to learn from the events and people of the past, allowing them to learn from the successes and failures of past societies and reflect on these to influence their own future decisions. Teaching should prepare children to be able to evaluate the credibility of sources and feed them with knowledge of how society has changed over time.

Curriculum Intent

Our History curriculum is designed to develop children's curiosity and fascination about past societies and people, which will remain with them for the rest of their lives and influence their future decisions.

Children will investigate across an expansive timeline, looking at pre-history, ancient civilisations and more modern societies. These will span across multiple countries and continents - looking at ancient civilisations in both Europe and South America; looking at European empires (Romans) and at the British Empire (Victorians). We also are committed to local history, and our children also learn about the history of Calverley and we form links with the local Church to look at their own heritages.

Our key substantive knowledge strands are:

- **Invasion and Conflict**
- **Empire and Civilisation**
- **Monarchy and Power**
- **Invention and Innovation**

These are an integral part of our curriculum as children continually revisit these concepts to secure a deeper understanding of history.

Through high quality teaching, we aim to develop the following essential characteristics of historians:

- An excellent knowledge of how past societies have influenced the modern world
- A comprehensive understanding how Empires rise and fall
- An understanding of primary and secondary resources - and how to detect credibility in sources.
- An inquisitive mind, that is able to respond to historical enquiries - with enquiry at the heart of lessons.
- The ability to reach clear conclusions and explain their findings
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about issues in various society across a range of time periods

We aim for all children to develop a genuine interest in history and a real sense of curiosity about the past world and people, so that they develop a desire to find out more about the world and how past societies and people have influenced the modern world.

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality sequences of learning for history:

- Pupils are happy in their learning and set high expectations of themselves

- Pupils will demonstrate independence and effective team-working skills and understand the importance of being a positive role model and taking ownership of their own learning journey
- Pupils are proud to be a part of our welcoming, inspiring and safe environment which effectively supports learning and development
- Pupils are involved in enquiries which help them understand how modern society has changed and arrived at this point.

The History curriculum reflects our school values in the following ways:

Ready:

We prepare for the future and set high expectations of ourselves – Our History curriculum prepares our children with the skills, tools and experiences to understand past events and people, and their influences on the modern world. It provides children with a sense of chronology.

We are ready to learn and are positive about new challenges – Pupils will receive a high-quality history education that will stimulate curiosity, challenge and a love of learning.

Respectful: *We look after our environment and equipment-* During our History lessons, pupils use a range of resources and artefacts to help them develop their historical enquiry skills. Pupils learn how to use these artefacts carefully and evaluate their credibility.

We respect difference and know we are all equal- Pupils learn to become respectful, tolerant citizens through their knowledge of diverse places and people through various time periods.

Responsible:

We know who to go to for support and help- At Calverley Parkside, pupils take responsibility for their learning and seek support and help from their peers and also the range of resources in class before seeking support from a teacher. Throughout KS1 and KS2 pupils are encouraged to take responsibility and seek help from their peers, working walls and the range of historical resources. At the beginning of a unit of work, pupils are provided with a knowledge organiser that highlights key information and vocabulary they will be learning and using. Pupils are responsible for using this to consolidate any new learning and to help them embed new facts and knowledge.

How is our History curriculum implemented?

At Calverley Parkside, the History curriculum is taught from EYFS to year 6 where all programmes of study from the National curriculum are planned effectively and delivered to a high quality. Pupils in all year groups will focus on the key substantive knowledge strands as above. On the school website you can find a long-term plan and progression map that provides an overview of the unit of work as well as the progression of learning from each year group. Knowledge organisers are also shared with pupils before a unit of work and these highlight key vocabulary and information that your child is learning.

In KS1 and KS2 two sequences of history lessons are taught over a half term or term within the school year. This ensures pupils' understanding and knowledge of a particular time period is effectively covered and pupils have sufficient time to embed new knowledge and revisit and investigate periods and the key knowledge before moving onto new learning. Within a history lesson, pupils can work in a range of ways, individually, in pairs, in groups and as a whole class. Our curriculum is designed to support all children regardless of their ability and needs. Throughout a lesson, pupils are encouraged to work in a range of ways to enable them to gain a deep understanding of the substantive concepts relative to their period of study. They use a range of experiences as well as a range of resources, including artefacts, photographs, books and computer software to enable them to gather information and find out about the world around them - always checking for the reliability of their source. School recognises the importance of and invests in continuing professional development for teachers to enable them to teach history effectively.

What is the intended impact of History?

The History curriculum at Calverley Parkside inspires pupils to develop a curiosity and fascination of past periods and people. We aim...

- To stimulate children's interest in the influence of past societies
- To develop children's knowledge of chronology
- To develop an understanding of Empires and civilizations.
- To make children aware of the part that other people play in the making and shaping of societies across the world.
- To allow children to learn historical skills, including how to use and interpret sources.

The assessment of children's work is ongoing to ensure that they have understood a concept and that progress is being made. Any misconceptions that arise throughout the unit are identified and addressed appropriately. Children continue to recall their knowledge throughout a unit in order to ensure knowledge becomes deeply embedded in pupils' memories.

Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy. Both formative and summative assessments are used and carried out by the class teacher to support children's progression and next steps.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

How is History enabled in the Early Years?

In the EYFS History is taught through *Past and Present*. Children at the end of the EYFS will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Children are taught through first hand experiences, play and enhancements in the provision. Teachers carefully plan adult-led and independent challenges inside and outdoors enabling them to explore the various roles of others in society (often through role play). This can include looking at stories of people from the past, and developing an understanding of the characters, settings and events in the books. Pupils will also have opportunities to observe things closely through a variety of means - artefacts and photographs. They will develop knowledge and understanding of historical vocabulary through engaging in small world play, role play and through other practical activities.

