

*Nurturing life skills and inspiring achievement for today and tomorrow*



## Manuden Primary School - History

### SUBJECT HISTORY

History is a subject that will help the children understand how events have shaped the world they live in now what world they will live in going forward. We want to ensure that history is loved by pupils across school, therefore encourage them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.

### INTENT

Our history curriculum engages the children in their learning and enables them to develop historical knowledge and skills that are also transferable to whatever period of history is being studied and will equip the children for future learning. Our curriculum is appropriate for all pupils and is broad and balanced. We hope to inspire our pupils to have a passion for and commitment to the subject and a real sense of curiosity to find out about the history of the world and the people who lived there. We aim to inspire the children to ask and answer questions about historical events and our understanding of them so they can make sense of both the past and the future.

### Subject knowledge

What do we teach and what does this look like? Our whole curriculum is shaped by our school vision which aims to enable all children to flourish to become the very best version of themselves they can be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that all children learn the skills of a historian by fully immersing themselves in all areas of the subject including having an extensive base of historical knowledge and vocabulary, have the ability to reach clear conclusions and develop a reasoned argument to explain their conclusions and findings and to have the originality or creativity to interpret evidence.

### IMPLEMENTATION

#### How is History taught?

We aim to give active and engaging lessons so that the children have a wide variety of learning opportunities. Our history curriculum offers a coherently planned sequence of outcomes to ensure the children have progressively covered the skills and concepts required in the National Curriculum.

These key historical skills and concepts, which are revisited throughout different units, are:

Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

The curriculum is planned on a two-year cycle (Year A and Year B). The school has created its own creative curriculum and in conjunction with the National Curriculum and EYFS framework, using Chris Quigley's Key Essentials skills. These skills support in ensuring clear learning intentions and progression throughout the school are used, along with expected outcomes and challenge. This is structured into 'milestones' that last for two years. The milestones allow for progression of skills and depth within subject strands. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum

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## IMPACT



Evidence in the Experience Outcome exercise books show a broad and balanced History curriculum. As children progress through the school, they acquire key knowledge and skills and develop a sound knowledge and understanding of both local, national and international history, historical events within our lifetimes and beyond living memory. They begin to show a greater understanding of how historical events have shaped the world we live in. At the end of each year, children achieve age related expectations in History and retain the knowledge and skills learnt from each unit of work.

## ASSESSMENT



Assessment is continuous throughout the unit of teaching using both summative and formative assessments to determine the children's understanding of key the historical concepts being taught. The class teacher or member of staff teaching history assesses the children, using the Chris Quigley Milestones and this is used to inform future planning. Assessment is supported by observations of the children both individually and in their group work, open ended differentiated questions, feedback and opportunities for the children to self-assess themselves. Each lesson has a specific learning outcome against which the children can begin to assess their own learning. Continuous book monitoring is carried out to evaluate the range and balance of work and clear differentiation of work, to enable all children to access the tasks and achieve.

Foundation Subject Assessment Grids are completed against the year group's Chris Quigley Key Essential skills to identify those pupils working at a beginning, deepening and advanced level against each key history skill at each milestone. The history Leader analyses the data to inform future provision and support as appropriate.