



The Curriculum Intent and Implementation for History

'For the Children' 'Opening the door to learning' John 10:10 'to have life in all its fullness'

Intent

History at Leasingham St Andrew's plans to give all students a broad and balanced view of the History of Britain and other societies and epochs. It is taught not just because it is a National Curriculum subject but because a study of history ensures children will develop a well-rounded knowledge of the past and its events, with an intention to improve every child's cultural capital, understanding of the world around them and of their own heritage. In our school the teaching of history inspires curiosity about the past and how it has shaped the world in which we live today. History teaching at The Leasingham St Andrew's focuses on enabling children to think like historians. Our curriculum is planned to ensure historical knowledge is taught alongside the development of subject specific skills including chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

The ambitions for our curriculum:

- **High aspirations permeate across the school.**
- **The school offers a host of cultural experiences and enrichment opportunities.**
- **Our pupils develop a love of life-long reading.**
- **British Values are an intrinsic part of the school.**

The study of history plays a key role in these ambitions as it offers pupils the ability to learn about different cultures and societies from the past and how we have learnt and benefitted from them, There is a clear focus on the exploration of British values and how the growth of democracy and respect for others have developed through the history of not only the United Kingdom but those countries and citizens of the Commonwealth and beyond who have had such a positive impact on our lives.

Our history teaching uses an enquiry process by asking and answering questions and using key vocabulary which shapes the learning and allows the pupils to learn for themselves.

Implementation

The History curriculum uses a spiral approach to embed understanding of the key concepts for each Key Stage. Children will use their vocabulary and knowledge to make connections and develop their empathy for and understanding of people in the past. Working like historians, through speaking and listening and evaluating sources, the children will learn critical awareness while searching for answers and drawing conclusions. Learning through narratives, questioning and by continuously building upon and developing historical skills, children will be able to express their interpretation of the key abstract concepts such as: development, trade, tax, invasion and civilisations.

Following the progression grids allows teachers to plan and teach lessons that focus on the substantive and disciplinary knowledge children need in order to make connections with previous learning as well as develop new understandings. Each unit asks a 'Big Question' that encourages deep thinking, oracy and using the vocabulary learned across the term. Authentic primary and secondary sources are used in lessons where possible, to allow children to explore artefacts, watch media and read high-quality texts in their journey to become Historians. Enriching the curriculum with trips, and developing cultural capital inspire discussion, questioning and contextual vocabulary through bringing history to life.

Impact

By weaving the key concepts through all the units in the History curriculum, children will develop an understanding of how the society in which they live was formed. Their ability to appreciate similarities and differences with other cultures and societies will help them to become responsible, tolerant and curious citizens of the future, equipped to find answers to questions and evaluate information. Practising both these transferable skills and discipline specific skills will enable children to confidently take their place in the wider world. The children will know more and remember more, with the majority of children achieving age-related expectations in history.