



## **History Subject Statement**

History Lead: Sarah Evans

*'A people without the knowledge of their past history, origin and culture is like a tree without roots'.*

***Marcus Garvey, Jamaican political activist***

### **Intent**

Our aim is to encourage pupils to develop an appreciation and understanding of the past and develop their cultural and historical understanding of the world around them, including their own heritage. The Academy's own history of being on a sugar beet factory site is celebrated and our curriculum makes use of the immediate and wider local area so that children develop a deep understanding of the rich history of their locality. We also recognise the importance of our children experiencing a range of diverse cultures, people and societies in order to broaden their awareness of diversity beyond their immediate locality.

The history curriculum is chronologically sequenced which gives pupil opportunities to evaluate both change and progress from one historical period to another and to develop a clear sense of narrative from prehistory to within living memory. Chronology is at the very core of the curriculum and links are made between Britain and the wider world. Children are aware of the significant parts of history from the wider world and what makes them significant. They compare characteristics of societies and know some of the errors or mistakes that have been made, alongside achievements. Children will see the past is interlinked between their locality, county, country and the world including how one has impacted the other.

We strive to inspire pupils' curiosity about the past by providing them with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. These methods of historical enquiry, alongside the teaching of disciplinary concepts, support the development of historical understanding and enable our pupils **to be historians**.

## **Implementation**

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to further guidance from the Historical Association where schemes of work are accessible to support planning, alongside planning support from the history lead.

We adopt an enquiry focused approach to the teaching and learning in history which develops our pupils as young historians. We structure learning through big question led enquiries and ancillary questions are also used to build knowledge and understanding in incremental steps until children reach the point where they are able to answer the 'big question'. Teachers design the enquiry questions around second order concepts, key knowledge children need to learn and taking into account specialised vocabulary.

At the beginning of every history unit there is a focus on chronological understanding. A progressive but consistent model is used for introducing a timeline across the Academy to show where the period, people or event they study fits within a chronological framework. This is also referred to throughout a unit and children are encouraged to use and be secure in articulating key chronological vocabulary for their year group.

Across the academy, children are provided with a range of primary and secondary sources of historical evidence to analyse and from which to reach conclusions and make judgements. They use these sources constructively to help build a narrative or answer. A source of evidence template is used as a starting point for children to record their own interpretations of different sources.

Our history curriculum is inclusive in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary. For example, we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of technology, concept mapping, annotated diagrams, improvised drama and the application of a range of writing genres. Pupils with SEND may also be supported by the use of additional adults in the classroom. Where required, some children may also receive in class support and/or a different learning environment. Pupil Premium children, who have been identified as requiring additional support within these lessons are supported through personalised group or one-to-one sessions with our pupil premium lead.

## **Impact**

### **How will teachers know that pupils have learnt the planned curriculum?**

- Children will know more, remember more and understand more about History.
- Children will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry, understanding historical concepts and have a grounded understanding of abstract terms.
- The large majority of children will achieve age related expectations in History.
- As historians children will learn lessons from history to influence the decisions they make in their lives in the future.

Teachers will use a range of questioning techniques throughout a lesson to check pupil understanding and address misconceptions in relation to the key milestone objective. They will also use regular routine quizzes to build long term memory. Examining pupils' work also takes place to identify further analysis of pupil progress. Judgements will be made against the assessment framework to show whether a child is working towards, Basic, Advancing or a Deep level.

**How will leaders assure themselves that the planned curriculum is helping pupils to learn more?**

- Evidence gathered from books and digital learning platforms.
- Discussions with both pupils and staff
- Evidence gathered from lesson observations and learning walks
- Termly teacher assessments, recorded on INSIGHT