

History

'A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupil's curiosity to know more about the past.' Department of Education, National Curriculum.

Intent

At Two Moors we provide a history curriculum that is fully inclusive for every child and which will prepare the pupils for the next phase of their education. The history curriculum is progressive throughout the school and is carefully constructed to ensure that knowledge and skills are taught over six years ensuring sequential coverage of the National Curriculum and history 'milestones'. There is a strong focus within the teaching and planning on enabling the children to think 'historically' and critically. CLPE 'Core texts' in literacy are used to inspire an interest in a given historical subject. The history curriculum:

- inspires pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer.
- enables children to know about significant events in British history and to appreciate how things have changed over time.
- develops a sense of chronology.
- develops an understanding of how the British system of democratic government has developed and, in so doing, contributes to a child's citizenship education.
- develops an understanding of how Britain is part of a wider European culture and the study of some aspects of European history.
- develops knowledge and understanding of society and their place within it, so that they develop a sense of their cultural heritage.
- develops in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Educational visits are arranged to support history learning outside the classroom and stimulate interest in the locality and provide 'real life' experiences. Visitors to the school help to give the pupils a range of different experiences relating to the subject.

Throughout our Early Years curriculum we have a strong focus on the language-rich environment and understanding our children's personal experiences. The curriculum supports children's understanding of history within 'Understanding the World' and through carefully planned experiences and activities, children are able to make sense of their physical world and their community. This includes being able to develop their language skills so that they can talk about themselves, their families and other people they know. Using their natural curiosity and investigative behaviour the children are encouraged to develop a sense of change over time, ask and answer questions, notice similarities and differences between things in the past and now and changes in the world around them. They will be supported to use language relating to time in daily routines and conversations for example, 'yesterday', 'old', 'past', 'now' and 'then'.

Implementation

Teachers build on prior learning, introducing new components in each lesson, assessing understanding and building the spiral of knowledge and skills in history. In each history unit, pupils

will be given a word bank / knowledge organiser to support their learning. Children work independently and collaboratively, using a wide range of resources, through investigative and enquiry-based learning opportunities to help all children gain a coherent knowledge of the concepts and skills in historical study. Children record their work in their history books.

Impact

Children are supported and challenged to help them meet age-related expectations each year. We monitor the impact of our history teaching through:

- Using pupil voice to discuss individual learning.
- Monitoring pupils' history books for quality of work, progression of skills and depth of knowledge and understanding.
- Moderating assessments for attainment and progress across year groups and across the key stages.
- Visits to history lessons
- Monitoring the knowledge and understanding the children retain over time and the number of children who are successfully meeting the end of year milestones.

