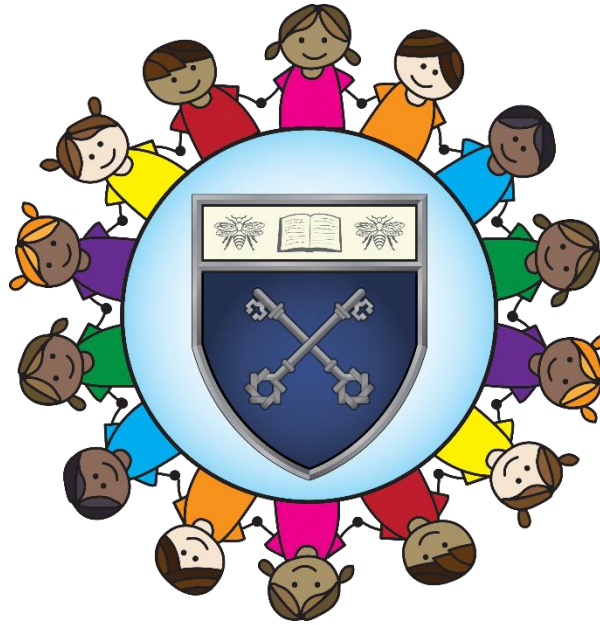


# History Curriculum



Intent, Implementation  
and Impact

## **Intent**

At Longshaw Junior School we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning. Teachers use the long term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day. We want children to be curious to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school.

We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. This is why the local area is fully utilised to achieve the curriculum outcomes.

**We have carefully thought about the knowledge our pupils need in order to become effective historians.**

**Substantive Knowledge** – knowledge about the past (content)

**Disciplinary Knowledge** – knowledge about how historians investigate the past and construct claims, arguments, accounts

**Substantive Concepts** – abstract concepts such as invasion, empire, children and Gods, chronology and worship. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered.

**Disciplinary Concepts** – develop pupils' rational and critical thinking:

- Cause and Consequence
- Change and continuity
- Similarity and difference
- Historical significance
- Sources and evidence
- Historical interpretations.

## **Implementation**

- We will use the following approaches in our teaching of History:
- We teach specific key vocabulary for pupils to use, modelled by the staff;
- Lessons which are closely linked to the History Skills & Knowledge Progression, ensuring progression and depth of knowledge and skills;
- Cross-curricular learning and activities to support subject knowledge in different situations e.g. English, Maths, DT, Science and Art;
- Questioning and to support learner's knowledge; and to encourage pupils to apply their learning in an open manner that creates discussion and debate within class;
- Metacognition and self-regulation approaches to teaching help to support our pupils to think about their own learning more explicitly, by teaching our pupils specific strategies for planning, monitoring, and evaluating their learning.
- Trips and opportunities such as experts who enhance the learning experience for the pupils.
- In ensuring high standards of teaching and learning in history, we implement a bespoke History Curriculum; which encompasses aspects of both local and world History.
- We ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, looking at an in-depth study of the locality in Year 6.
- We fulfil the requirements of the National Curriculum for History; providing a broad, balanced and inclusive curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

## **Our School Values and Pupils' Personal Development**

The curriculum is a means by which we can develop confidence, resilience, determination and respect for others in our pupils. Teachers include activities and experiences aimed specifically at these outcomes in their planning.

## **Cultural Capital**

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

## **Reading**

The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading. Our reading spine has links to our history curriculum.

## **Impact**

The impact of the History curriculum will be monitored and evaluated in specific ways by the History subject leader and SLT, as well as reporting to the governing body.

Examples of how standards and achievements will be monitored are as follows:

- children's work from across the school with an indication of where it meets expectations
- photographs recording displays, artwork, visits and visitors
- teachers' plans showing evidence of quality, creative and challenge in history
- records of scrutiny of work
- lesson observations
- learning walks
- plans and work from enrichment activities
- pupil voice
- formative and summative assessment
- data analysis (Sonar)

The purpose of the monitoring and evaluation of impact is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging History, enabling them to achieve ambitious end goals.