



HISTORY

Intent, Implementation and Impact

Intent

The history curriculum at Kingsteignton School is carefully planned and structured to ensure that current learning is linked to learning in previous years. As lessons are taught in relation to our Learning Challenge Curriculum 'Big Question' topics, all children have the ability to ask, research and answer their own questions so their interests are inclusive within their learning.

In line with the National Curriculum, the curriculum at Kingsteignton School aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past, as well as that of the wider world, which helps to stimulate pupils' curiosity to know more about the past by immersing themselves in a variety of sources and analysing them. With this knowledge, children are then encouraged to ask perceptive questions, think critically, weigh evidence, examine arguments, and develop perspective and judgement. Alongside 'Big Question' research, specific history lessons develop these historical skills and knowledge so children thrive in their curiosity by discovering and evaluating the past.

As students begin to understand and compare the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time they develop an understanding of the importance and relevance of history and learn how to be a 'historian'.

Aims:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed over time.

These aims are underpinned by:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Implementation

Essential Characteristics of Historians:

At Kingsteignton School we aim to instil the skills required to develop an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes. Children are encouraged to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences. Children will develop the ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. By providing an inclusive and stimulating learning environment for children we will develop pupil's sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. Importantly pupils will make progression in analytical and critical thinking using historical evidence to support their explanations and judgements.

Elicitation tasks at the beginning of the history topic allow children to show what they are already know and what they would like to know about. Assessment tasks at the end of the unit show the progress that the children have made particularly with the retention of 'sticky knowledge'. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points and interests.

Staff across the school will be made aware of the relevance of critical and evaluative thinking skills that a rich history curriculum provides. Children will in turn become passionate about history topics and embrace a range of challenging activities including opportunities to undertake high quality research across a range of history topics.

Planning:

The History Progression Pathway and the History Skills Progression Matrix have been developed to ensure coverage and progression across the whole school.

They encompass the essential learning objectives set out below.

- To investigate and interpret the past
- To understand chronology

- To build an overview of world history
- To communicate historically

Cross Curricular Links:

Children are encouraged to make comparisons of culture and habits in today's society with significant historic events and customs of other periods of time. Children are encouraged to undertake historical enquiries by questioning events, undertaking contextualising investigations and interpreting the past. Pupils make links between their experiences and the experiences of those in historically.

Resources:

Kingsteignton School has a growing supply of historical equipment and resources, including artefacts. Relationships with local museums are being developed so that the school is able to loan additional artefacts to support the delivery of history. Year groups will have visits to and from local museums to support the delivery of the history curriculum. Resources from Teign Secondary School are also available to the children of Kingsteignton School.

Presentation and development of communication skills:

As with all subjects, children take pride in the way they present their learning. It is ensured that children use and understand historical vocabulary. It is expected that pupils will develop their oratory and written skills in history so that by Upper KS2 they are able to present a coherent and well organised enquiry using reliable historical sources to support this.

Displays:

Children are encouraged to present their work showing their learning journey from initial questioning when first introduced to a new topic to what they have learnt by the end of the term. These take many forms and may include photographs showing active learning for example, WOW days to producing written examples and drawings or time-lines of historical events.

Assessments:

History is monitored through:

Book Looks: The correct use of historical language by the children shows that teaching is effective. The use of time lines and good communication skills. High standards of presentation and English language are seen. Not every History lesson includes written work, some lessons be focus on active learning which is captured through photographs, drawings and drama.

Pupil voice: Where pupils of all abilities are able to express their thoughts about History as well as share knowledge that they have gained.

Learning Walks The History Subject Lead undertakes learning walks to ensure that children are engaged and challenged and that age appropriate skills are being taught across the school .

Impact

Pupils can make links between social, ethnic and/or cultural or religious diversity of past societies to life now. They make comparisons and show cultural awareness within society. The show good citizenship skills and development of character.

Evidence in skills

Children are taught to communicate historically, investigate and interpret the past and understand chronology through the key stages.

At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.