

3 Is statement: History



Impact

At Kings Road we aim to foster curious and questioning learners who are active participants in their learning. Within History we aim to ignite an interest in the past, building a knowledge of *Britain's past as well as aspects* of the wider world. We want to inspire children to be curious about their personal history as well as wider historical concepts and to be able to make links across the curriculum.

The delivery of high quality teaching will allow our learners to not only learn the facts and acquire information, but to be able to question and interpret the information they are given. Questioning artefacts, historical documents, pictures and photographs and the exploration of conflicting information will elevate our children beyond passive recipient of information. These skills are not specific to historical learning but are crucial skills within higher education and within adult life.

Our History curriculum is organised to allow children to make the most of their learning; allowing them to achieve new knowledge and skills at every stage. In KS1 the ability of the children to understand key concepts within History are tailored to the areas of the curriculum they study. Within KS2, the chronological order of key historical periods will enhance the opportunities to revisit and make explicit links to previous learning e.g. Year 4's learning about the invasion of Britain by the Romans makes use of Year 3's learning about the Iron Age, the study of the Anglo - Saxons in Year 5 directly links to the retreat of the Romans which has already been studied in Year 4.

Implementation

At Kings Road we aim to deliver high quality history subject teaching which is founded on sound historical knowledge and makes use of high quality materials. We are members of the Historical Association which offers teachers access to high quality CPD, as well as, a wealth of resources to use within teaching. Opportunities for CPD are also available via Subject Leader cluster groups, which is then cascaded within the wider school.

We make use of local museums (e.g. Manchester Museum, Portland Basin Museum, Gtr Manchester Fire Service Museum) for resources and hands on experiences. (We hope that this will inspire our families to return to these museums to explore further.) We also make use of national museums via their websites (e.g. *British Museum's Teaching through 100 Objects*) and companies who provide interactive Historical workshops and experiences either within school or in a variety of outdoor settings.

We have developed a clear progression of skills, recognising that similar activities can be approached at very different levels enhancing and building upon previously learnt skills. Using visual depictions of artefacts or scenes looks very different in Year 1, Year 3 and Year 5 as they enhance and refine their critical thinking skills.

The children have the opportunity to engage with and present their learning in a variety of ways: written work via reports, information leaflets etc; debates; drama; visual and verbal presentations and via the medium of Art. Differentiation is enabled by a variety of means including the above and supported by the progression of skills detailed in the Skills Progression ladders. Cross-curricular links are encouraged and History at Kings Road is successfully taught both cross-circularly and discretely.

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The Impact of our History curriculum is measured by gauging the children's interest and engagement with the subject. The development of 'sticky knowledge' and our curriculum Knowledge Organisers will allow teachers through higher order questioning to assess children's understanding of historical concepts as well as historical knowledge.

Regular 'pupil voice' sessions will allow for ongoing assessment of impact as will following the formal monitoring process within the school guidelines.

We have high aspirations for our learners. Providing them with an enriching experience which encourages independence and resilience within their learning. By encouraging a curious, 'have a go' attitude within history teaching the children build self-esteem and a positive view of themselves as learners.