

History *on a Page*

Intent: How History contributes to our school's vision



At Lady Boswell's, the History Curriculum provides a unique opportunity to contribute to the school's vision and achieve our 'seven gifts'. Our History curriculum fires pupils' **curiosity** about the past in Britain and the wider world. Pupils consider how the past has influenced the present, what past societies were like and how beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people, developing a **thirst to know and understand more**. They see the diversity of human experience, and understand more about themselves as individuals and members of society, developing their place as **informed global citizens**. History enables our pupils to **develop their moral compass**; their learning about the past can influence their decisions about personal choices, attitudes and values. They draw conclusions about lessons from history and use these to guide their opinions about what is right and wrong. Children have the opportunity to **communicate** their thoughts and understanding of the past in a range of ways, often **collaborating with others**. Our History curriculum encourages pupils to find evidence, weigh it up and seek to reach their own conclusions. To do this they perform research, sift through evidence, reason and argue from their point of view.



Golden Threads

Exploration and
Invention

Community and
Culture

Law and Justice

Conflict and
Invasion

Local Identity

Legacy



Implementation: How the curriculum is organised

The history curriculum is organised in line with our Curriculum Policy. The **National Curriculum** has been further enhanced by our school curriculum within a **History Knowledge Progression** document. The Subject Leader has arranged the knowledge into topics for each year groups. Teachers use this document to develop **Topic Plans** which take into account our curriculum approaches to task design and assessment. **Knowledge Organisers** that summarise key learning are built and shared with pupils and parents

EYFS

Our History curriculum builds upon the foundations of the EYFS 'Understanding the World'. Children will enter Year 1 having developed an understanding of the past through looking at how they have grown and changed, the lives of some significant people such as Guy Fawkes and Mary Anning (and their impact) and a local study of castles that enables them to explore what they can tell us about life in the past.

Vocabulary

Carefully sequenced and explicitly taught vocabulary is essential in children building the schemas necessary to retain the subject knowledge required for History.

Vocabulary is progressively organised, tiered (2: new language required for knowledge acquisition, 3: highly specific or disciplinary language) and included on Topic Plans and Knowledge Organisers

Including all learners

At Lady Boswell's we believe that *all* pupils should have equal opportunity to access every subject and recognise that often pupils who can find reading and writing challenging can have high levels of interest or skill in knowledge rich subjects like History.

Teachers are responsible for ensuring all pupils are supported and challenged in History. This will be through careful task design and alternative recording methods.

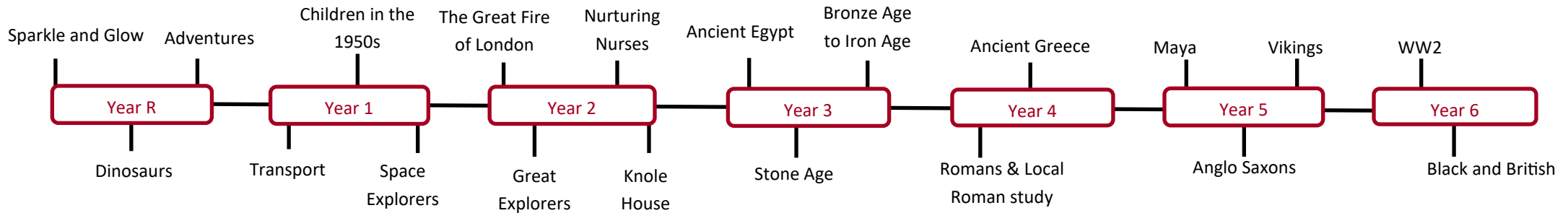
Subject Leaders are responsible for monitoring the inclusion of pupils with additional needs and high interest or skill and will work with teachers and our SENCO to make the necessary adjustments to the curriculum.



History Learning Journey



Topics are arranged by year group and form the basis of cross-curricular work, where appropriate.



Enrichment and Cultural Capital

We actively plan experiences that bring learning to life in History and create life long memories for our pupils.

Children participate in a number of off site trips throughout their time at Lady Boswell's. These include trips to museums and visits to local resident and places of local interest.

Children are given practical experiences to explore artefacts from the past and immersive drama opportunities through history workshops and 'History off the Page' days.

The children welcome grandparents, parents and local experts into school to share real life historical experiences.

Assessment

The History Curriculum aims to develop pupil's thinking skills and therefore assessment follows the same approach, in line with our curriculum policy. Teachers will plan assessment activities that meet the underpinning pedagogy of retrieval practice, will run regular vocabulary checks and mini quizzes and will use task design as a formative assessment tool. Tasks will be adapted to match pupil's current levels of knowledge. End of unit assessments will adopt Solo Taxonomy approaches in Hexagonal Thinking tasks.

Ensuring Impact in History

Subject Leaders will work alongside Implementation Team Leaders to ensure that the History Curriculum is implemented in line with the policy and continues to meet the needs of our stakeholders. This will be through pupil voice activities, book looks, monitoring of planning, lesson visits and developmental observations. They will work with Curriculum Committee Governors to carefully review History and its impact.

Impact of the curriculum



understand cause and significance



be confident communicators

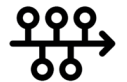


make judgements about similarity, difference, continuity and change



understand historical significance

The History Curriculum will enable our pupils to...



have a deep understanding of chronology and how events link



use sources to draw conclusions about the past, understanding bias and alternative interpretations

