

## INTENT



At Moorlands Primary School, we have designed our History curriculum with the intent that all children, regardless of background, will have a curiosity and interest to understand Britain's past and that of the wider world. At Moorlands we draw from and make use of the immediate and wider local area, enabling children to have a better understanding of the rich History of their locality.

To develop the appropriate subject specific knowledge, skills and understanding set out in the National Curriculum, we have built our History curriculum upon principles from Chris Quigley's Essentials Curriculum. As pupils progress through the school, units are carefully planned and structured to ensure current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

History is an immersive subject which gives children the opportunity to explore the past. We deliver a History curriculum, which develops:

- Understanding of chronology
- Knowledge of Britain's influence on the wider world.
- Studies of different people and places across time
- Exposure to high level historical and conceptual vocabulary.
- Interpretation of a broad range of sources including visual sources and propaganda

## Implementation

Our History curriculum is mapped across the school and progressively built on from EYFS through to the end of KS2.

In Early Years, the children begin their journey into History by learning, in simple terms, about the similarities and differences between things in the past and now. This is looked at through their own experiences and through stories.

The KS1 and KS2 curriculum has been split into ten historical knowledge categories. These are:

- **Artefacts** - Artefacts, a form of first-hand evidence, are the everyday objects left behind that act as clues as to what life in the past may have been like.
- **Beliefs** - Beliefs often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, students can begin to understand why people acted as they did. Aspects of knowledge that may be included in this category are: organised religions, symbols and ideologies.
- **Food and Farming** - How people throughout History have found food to sustain themselves is an important part of historical knowledge.
- **Location** - Knowing that History involves both time and place is important in forming meaningful knowledge. Aspects of knowledge that may be included in this category are: modern and historical geographical locations, movement and its associated terminology.

- **Travel and Exploration** - How people have travelled, and how far they have travelled, has developed dramatically throughout History. Aspects of knowledge that may be included in this category are: technological advancements and their pioneers, trade routes and types of transport and how they were powered.
- **Settlements** - Throughout History people have organised themselves into different settlements.
- **Culture and Pastimes** - Evidence of culture and pastimes exists from some of the earliest civilisations. Aspects of knowledge that may be included in this category are: artworks, plays and theatre and stories and books.
- **Society** - Society is the way that groups organise themselves.
- **Conflict** - Conflict has affected human behaviour throughout History. Aspects of knowledge that may be included in this category are: historic events, reasons for conflict and weapons and defences.
- **Chronology** - History is often thought of in terms of events and when they took place. Aspects of knowledge that may be included in this category are: key 'stories' and events, dates and durations and significant events that happened elsewhere at the same or a similar time.

These knowledge categories are repeated throughout the journey from year 1 to year 6 and the knowledge learned is built upon. At least a term each year is dedicated to History and developing the skills of being a historian. Some units will be linked with Geography, where appropriate, to develop children's knowledge and understanding (For example, Volcanoes and Pompeii in Year 3).

Teachers have identified the key knowledge for each unit which is clearly displayed on the knowledge organisers and tasks are selected and designed based on basic, advancing and deep understanding. Existing knowledge is checked at the beginning of each unit with a mind map (either whole class or individual). This ensures that teaching is informed by the children's starting points. Throughout journeys, key knowledge is checked through retrieval practice skills. These techniques are used to ensure that children are knowing more and remembering more. To encourage in depth responses from the children APE is used (answer, prove it, explain it) when writing. This cross curricular link allows children to use reading skills to delve deeper and explain their historical thinking.

At the end of each unit, the children complete a double page spread linked to the knowledge category focus to show their understanding. In addition, the double page spreads have been developed to include a 'comparison column' which enables children to make direct links and comparisons between knowledge categories and periods of time previously studied.

Teachers are encouraged to consider the use of six step historical enquiries to help structure investigations about the past.

- Step 1: Teacher motivates pupils to want to learn and scopes the enquiry,
- Step 2: Children collect information in interesting and varied ways,
- Step 3: Children make sense of ideas and process the information,
- Step 4: Children draw their own conclusions,
- Step 5: Their understanding is checked, developed and refined,

- Step 6: Pupils create their final, imaginative product.

We also support learning with trips to inspire our children and widen their cultural capital (Fishbourne Roman Palace in year 3, Sea City in year 4 and Milestones in year 6).

### **Impact**

When children leave Moorlands in Year 6, they will have developed the historical knowledge and skills to help them understand Britain's past, that of the wider world and the local area. The impact of our History curriculum is measured in a variety of ways.

- Questioning during lesson time
- Marking children's written work
- Listening to child-led discussions
- Pupil interviews across the school
- Book looks
- Double Page Spreads.