



HISTORY CURRICULUM STATEMENT

"If you want to understand today, you have to search yesterday."

Pearl Buck

<p>INTENT <i>What will take place prior to classroom teaching?</i></p>	<p>IMPLEMENTATION <i>What will our history provision look like in the classroom?</i></p>	<p>IMPACT <i>What will be achieved as a result of our history curriculum teaching?</i></p>
<p>The senior leadership team will:</p> <ul style="list-style-type: none"> • lead the school staff to develop a clear progressive curriculum which drives the ongoing development and improvement history teaching provision. • ensure that the curriculum leader has appropriate time to develop and monitor the provision of history curriculum throughout the school. • provide sufficient funding to ensure that implementation is high quality. 	<p>Teaching and learning in History will encourage:</p> <ul style="list-style-type: none"> • the development questioning and enquiry skills to enable children to be 'historical detectives', finding out for themselves and drawing their own conclusions • opportunities for pupils to examine both primary and secondary sources of evidence • the developing and application of historical skills in a wide range of projects • the use and understanding of relevant historical vocabulary • ongoing opportunities to apply learned skills and knowledge across the curriculum. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • able to effectively communicate and organise their historical knowledge. • able to carry out effective historical enquiry. • able to form and explain their interpretations of historical people and events. • understand historical concepts such as: continuity and change, cause and consequence, similarity, difference and significance. • continuously developing understanding of a coherent chronological narrative that helps them to order new information into 'time order'.
<p>The history subject leader will:</p> <ul style="list-style-type: none"> • understand and articulate the expectations of the curriculum to support teaching and classroom support staff in the delivery. • ensure an appropriate progression of history skills and knowledge is in place over time so that pupils are supported to be the best that they can be, and guide teachers in providing support for children where necessary and extend the most able. • ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. 		<p>Pupils will be able to demonstrate and make use of:</p> <ul style="list-style-type: none"> • an enjoyment for the study of history and a thirst for new knowledge • curiosity about how people lived and why people in the past may have made the choices that they made • developing confidence in proposing a range of possible interpretations of evidence, understanding that there is no one single universally agreed interpretation of history • an ability to create historically relevant questions • the ability to make links between different periods of history as well as showing understanding of how history is relevant today.
<p>The class teacher will:</p> <ul style="list-style-type: none"> • create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • ensure confidence in their own subject knowledge and skills prior to teaching. • ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 		<p>The history subject leader will:</p> <ul style="list-style-type: none"> • collate appropriate evidence over time which evidences that pupils know more and remember more • monitor the standards in the subject to ensure the outcomes are at expected levels • provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of this development.