

History

Intent, Implementation and Impact

Curriculum Intent

At Moorfield School, we aim to provide our students with a rigorous history curriculum that instils them with the key skills and knowledge to gain an in depth and critical understanding of the past. The school-wide History curriculum is purposefully constructed to allow children to make links between topics and have a good chronology awareness of the past. We want our students to leave Moorfield with enquiring minds that have a thirst for learning about the past and analyse it with a critical and open mind.

Implementation

We take an enquiry-based approach to teaching History whereby each topic is framed upon a key question that guides the teaching. Across the whole school curriculum, children study the key historical concepts of chronology; significance; change and continuity; cause/consequence and interpretation. These are taught within the historical contexts outlined within the National Curriculum. Our literacy lessons are linked to the topics as much as possible and enrichment activities are planned in order to help immerse the children in the topic helping to make the learning more memorable.

There are selected substantive concepts (outlined in the curriculum map) that reoccur in topics across the key stages, which enable children to gain a good understanding of chronology and make links between different periods of history. These links are outlined in each topic overview to ensure teachers understand the children's prior learning and use timelines to help support their chronological understanding.

Assessments are carried out at the end of each topic which address children's understanding of the enquiry question. Children within KS2 also undertake a pre-assessment and post-assessment quiz which assesses their prior learning and retention and focusses upon factual and chronological knowledge. Books are monitored throughout the year and pupil voices are conducted to ensure the content/skills are covered as planned and that children are retaining their knowledge and understanding.

The topics are planned on a two year rolling program (Reception; Year 1 and Year 2; Year 3 and Year 4; Year 5 and Year 6). This allows for good use of shared resources and planning and enrichment activities. There is a progression document to support with planning differentiation between the year groups.

Impact

Our History curriculum is a rigorous approach to teaching the subject. Our children develop a sound overview of the past and the ability to analyse it with a critical mind. Our class work shows how our enquiry-based approach gives real purpose and focus to each topic; each lesson planned carefully to address our overall question. Our rigorous curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Children will be able to make links to previously studied topics and make comparisons. Children will be enthused by their History topics, through our cross-curricular approach and enrichment activities which immerses them in the period; creating intrigue and enjoyment. Our assessments and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of teaching are high.

Overview of Processes and Skills

<p>Key processes</p> <p>(likely to be a key element of all topics)</p>	<p><u>Enquiry</u></p> <p>Source work – making deductions, answering questions, evaluating. Asking and answering questions. Research.</p>	<p><u>Chronology</u></p> <p>Using/making timelines. Sequencing events or artefacts. Using language/dates to indicate passage of time. Comparing time periods.</p>
	<p><u>Features of time period/society</u></p> <p>Ideas, beliefs, attitudes and experience of men/women/children. Knowing that life was different in the past and how it was different. Understanding that people’s experiences within a time period were different depending on age, gender etc.</p>	<p><u>Organising/communicating</u></p> <p>Annotations, captions, explanations, descriptions.</p>
<p>Key Concepts</p> <p>(basis for enquiry questions)</p>	<p><u>Significance</u></p> <p>Talking about how important a person/event /change was. Talking about who was important eg in a simple historical account.</p>	<p><u>Change and Continuity</u></p> <p>How events/people/objects/ways of life change across/within time periods eg. Medicine through time; Florence Nightingale.</p>
	<p><u>Cause/Consequence</u></p> <p>Why events happened or a person acted as they did – direct and indirect.</p> <p>The result of the event or actions - direct and indirect.</p>	<p><u>Interpretation</u></p> <p>Ways in which the past is represented. Understand there are different versions of the same event/opinion of persons. Understand that people have different points of view of the same event/person. Interpretations may differ depending on the aspect – eg. Victorians and industrialisation and Victorians and child slavery.</p>

Progression				
Work likely in ...	EYFS	KS1	LKS2	UKS2
Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> ☑☑Use everyday language related to time ☑ Order and sequence familiar events ☑ Describe main story settings, events and principal characters. ☑ Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> ☑☑Develop an awareness of the past ☑ Use common words and phrases relating to the passing of time ☑ Know where all people/events studied fit into a chronological framework ☑ Identify similarities / differences between periods 	<ul style="list-style-type: none"> ☑☑Continue to develop chronologically secure knowledge of history ☑ Establish clear narratives within and across periods studied ☑ Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> ☑☑Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning ☑ Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms eg empire, peasant	<ul style="list-style-type: none"> ☑☑Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> ☑☑Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ☑☑Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> ☑☑Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> ☑☑Be curious about people and show interest in stories ☑ Answer 'how' and 'why' questions ... in response to stories or events. ☑ Explain own knowledge and understanding, and asks appropriate questions. ☑ Know that information can be retrieved from books and computers ☑ Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> ☑☑Ask and answer questions ☑☑Understand some ways we find out about the past ☑ Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> ☑☑Regularly address and sometimes devise historically valid questions * ☑ Understand how knowledge of the past is constructed from a range of sources ☑ Construct informed responses by ... ☑ Selecting and organising relevant historical information 	<ul style="list-style-type: none"> ☑☑Pursue historically valid enquiries * including some they have framed ☑ Understand how different types of sources are used rigorously to make historical claims ☑ Create relevant, structured and evidentially supported accounts
4. Interpretations of history		<ul style="list-style-type: none"> ☑☑Identify different ways in which the past is represented 	<ul style="list-style-type: none"> ☑☑Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> ☑☑Discern how and why contrasting arguments and interpretations of the past have been constructed
Key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. Continuity and change in and between periods	<ul style="list-style-type: none"> ☑☑Look closely at similarities, differences, patterns and change ☑ Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> ☑☑Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> ☑☑Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> ☑☑Identify and explain change and continuity within and across periods
5b. Cause and consequence	<ul style="list-style-type: none"> ☑☑Question why things happen and give explanations 	<ul style="list-style-type: none"> ☑☑Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> ☑☑Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> ☑☑Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> ☑☑Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> ☑☑Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> ☑☑Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> ☑☑Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	<ul style="list-style-type: none"> ☑☑Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> ☑☑Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> ☑☑Identify historically significant people and events in situations 	<ul style="list-style-type: none"> ☑☑Consider/explain the significance of events, people and developments in their context and in the present.

