



Intent – we aim to...

Foster an enthusiasm and curiosity about history and learning about the past through an engaging and varied curriculum	Teach skills and concepts progressively across the school in line with the National Curriculum	Develop a secure sense of chronology; acquiring an understanding of time, events and people through the passing of time	Use research skills to pose questions and investigate the past by making inferences and drawing conclusions.	Understand how events have occurred concurrently in different locations worldwide in order to compare and contrast.	Study a variety of significant historical figures and events that underpin the diversity of Britain and the wider world.
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Implementation – How do we achieve our aim?

<p>Planning – History is planned following the National Curriculum, using schemes of work from Kapow. We begin our journey thinking about ourselves and immediate family, before learning about the local area, followed by national and world history. Key vocabulary, learning opportunities and sticky knowledge are detailed throughout planning documents as key take aways for the children.</p>	<p>Recording – Children in EYFS access their learning through play, this is recorded through assessments linked to the Early Learning Goals and shared with parents on Family. KS1 record their History in a class floor book. The date, learning objective and vocabulary is recorded for each lesson. The book includes key questions, photographs of activities, children’s comments, thoughts and written work. Children refer to the book regularly to support retrieval. In KS2 children have a history book where their work is recorded, again the date and learning objective is recorded for each lesson. In KS1 and KS2 each unit has a knowledge organiser which includes title, what the children will be learning, key facts, key knowledge and a glossary.</p>
<p>Assessment – History is assessed by answering enquiry questions in each unit of learning. A final assessment question will encapsulate all of the learning that has taken place in that unit. The assessments focus on the sticky knowledge throughout each unit of work. Class teachers use this data to inform further planning.</p>	<p>Vocabulary – Key vocabulary is developed for each historical theme and across the discipline as a whole, so that children can use it with accuracy and confidence. It is used to assess knowledge and enables pupils to express and communicate their understanding clearly and effectively.</p>
<p>EYFS - Our children’s journey in history starts in EYFS which is why our progression document begins here. History at Foundation Stage is covered in the 'Understanding the World' area of the EYFS Curriculum. Play is used to encourage every child to explore, problem solve, notice differences, make connections and discuss familiar images or situations from the past.</p>	<p>SEND - Our children with SEND access the history curriculum through teacher assessment. Lessons are carefully planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Children are supported in a variety of ways e.g. support from Teaching Assistant, or peers and adaptation within lessons from the class teacher.</p>

Impact – How do we know if we’ve achieved our aim?

Evidence shows progression of what is taught	Children are able to use a range of evidence and artefacts to develop their understanding of the world.	Historical vocabulary is understood and used with accuracy.	Children can begin to develop an understanding of how useful a piece of evidence can be.	Children can draw their own conclusions about the past, based on the evidence they have gathered	Children are keen to know more about the themes that have been taught and other significant time periods.
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