

Curriculum Intent for History

Intent

At Preston Manor Lower School, we teach History to help pupils gain coherent knowledge and understanding of Britain's past and that of the wider world. We equip pupils to ask perspective questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. In addition, we help pupils to understand the complexities of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History is organised into a long-term plan identifying which units of learning will be covered across the year, ensuring that it is broad and balanced, enjoyable and engaging, challenging and meets the needs of all learners in our school. Sequenced lessons ensure that there is progression. Knowledge and skills are built upon across the half term. Progression is also clear across the year groups.

It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

From Reception to Year 6, the children will increase their long-term memory by building a bank of knowledge and skills which they can apply across the curriculum. Through teaching these units of learning, the teachers will further develop their subject knowledge of the subjects they are teaching.

By the end of Reception, through the strand of 'Understanding the World', the children begin to explore History knowledge through key enquiry skills. They discuss and make comparisons of past and present events within their living memory: their own lives and in the lives of family members. They begin to know about similarities and differences between themselves and others and amongst families, communities, traditions and festivals e.g. Diwali. They begin to explore topic specific vocabulary to help make distinctions in their observations. They broaden their understanding of the world thorough reading stories from different countries.

By the end of KS1 and through a topic-based approach, children use enquiry skills to explore the beyond their living memory using artefacts, trips and other resources to draw conclusions, make connections between events and develop their understanding of chronology. They explore the history of things they like such as toys and automobiles. Children explore topics such as the 'Monarchy' in order to understand how the past is represented and as a result, build clear narratives of the roles and responsibilities. They extend this knowledge to other key historical figures such as Nelson Mandela or Gandhi. They progress to explore key British historical monuments and events: Wembley stadium and World cup 1966.

By the end of KS2, the children will have an understanding of British History from the Stone Age to recent events such as World War 2 and are make connections with the wider world exploring how these events have influenced and still influence the world today. They link the knowledge and skills to different civilisations. The Tudors, Romans, Greek and Mayans and Benin civilisations provide the rich diverse context for the children to address and devise historically valid questions as well as understand chronology over the Ages. In enquiring, children critically analyse extracts, data, images and artefacts generate questions, research and reach evidence-based conclusions.

Implementation

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

History is planned and taught for a half term, or can be taught in blocks. Educational visits and visitors are arranged to enhance the children's learning experiences. Displays will support, reflect and celebrate the children's learning.

Knowledge organisers are sent to families before the unit of learning is taught to allow the children and their family to discuss the forthcoming learning and carry out further research to support the learning. They will have the opportunity to read around the subject. It also highlights the knowledge and vocabulary the children will gain. The children will also complete a home learning project to support their learning.

CPD has been planned across the year to support the teaching and learning process, focussing on planning, challenge, questioning and developing cultural capital.

Impact

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.

In History, the children will be very clear about why they are learning the content taught to them. By the end of the unit of learning, the children will have acquired new vocabulary and new knowledge, which they will be able to recall and improve their long-term memory. They will be able to use the skills they have learned across the curriculum. Children will make progress over time, which will be clear in their books. The subject knowledge and pedagogy of learning for teachers will be improved. Individual teachers will have been supported through targeted CPD.