

King Ina Church of England Academy

Curriculum Overview for History

Our curriculum approach to history reflects our vision statement:

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

In particular, we are eager for all our pupils to cultivate their own passion for history.

The name of the current curriculum lead is on the school website on the curriculum page.

Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. At King Ina Church of England Academy, we aim to instil a love of history in all our children. We want them to relish this subject with interest and intrigue.

Through discovering how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. We want to encourage our pupils to engage with their historical studies and possess enquiring minds; to build confidence by asking pertinent questions, cultivate their curiosity, develop an appreciation and understanding of the past and make comparisons and meaningful links to the present day. Our aim is to enable children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people.

King Ina Church of England Academy children should take part in trips that will engage them and bring historical learning to life, through workshops and visiting different sites, museums and galleries. The history curriculum at our academy intends to make full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of the history of their locality. Giving our budding historians chances to evaluate a range of primary and secondary sources, provides them with the capacity to understand how these sources give us an insight into how people around the world used to live and how interpretations may differ.

Implementation

The Early Years Foundation Stage (EYFS) follows their own curriculum, which places great emphasis on the historical aspects that flow through 'The Development Matters Guidance', in the area: 'Understanding the World'. History within the Early Years Foundation Stage is taught through units using cross curricular links and also by making it relevant to children through following their own interests. Within the Early Years Foundation Stage, children explore their immediate environment and the wider school community, enabling them opportunities to develop a rich historical vocabulary that will progress with the children as they gain a deeper understanding of the world around them. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge.

In both Key Stage 1 and Key Stage 2, history is taught in units throughout the year to allow children to achieve depth in their learning. Each teacher is responsible for delivering history lessons. Both Key Stages study a different unit focus every other half term with a 2-year rolling programme in Key Stage 1 and a 4-year cycle in Key Stage 2. These unit titles provide opportunities for teachers to explore every aspect of the National Curriculum for history and ensuring key knowledge is learnt, understood and remembered. Displays in every classroom provide constant scaffolding for children by displaying subject specific vocabulary along with key facts and questions.

Learning is enhanced through visits to historical sites, museums or by utilising the local area. We aim to use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past, while always encouraging pupils to find evidence, consider it and reach their own conclusions. To do this successfully as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skills that will help them in their adult life.

The key knowledge for each unit has been identified and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. Knowledge is revised through regularly-used flashbacks and assessment quizzes at the end of a unit. Key themes such as monarchy, civilisation, democracy, legacy, empire, diversity and society further encourage links and a deeper understanding of history across units.

Impact

Through the high quality teaching of history taking place at King Ina Church of England Academy, we will see the impact of the subject in different ways.

Pupil voice will show that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice will also demonstrate that pupils enjoy history and are able to talk about the skills and knowledge they have acquired and recall their learning over time. Children will be engaged in history lessons and want to find out more. Work will be of good quality, show that a range of themes is being covered – with cross curricular links made where possible - and demonstrate pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

The school environment will be history-rich through displays and resources. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Assessments and monitoring will show standards in history will be high and will match standards in other subject areas. Children will furthermore be encouraged to consider what they have learned comparative to their starting points at the end of every unit.

By the time the children leave our school, they should have developed a secure knowledge and understanding of people, events and contexts from the historical periods covered. Pupils will possess the ability to think critically about history and consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources, as well as the ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry. With a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics, we desire for our pupils to enjoy a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.