



# History

**Aim:**

All learners receive a “high quality education, built around an ambitious, well designed and well sequenced curriculum.”- Ofsted framework, January 2019.

**Objectives:**

- design to focus on WHAT is taught and not how
- planning identifies; ‘must know’ and ‘be able to’
- build on prior knowledge
- provide greater clarity and opportunities to assess and evaluate

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | <p>What knowledge and understanding do we expect: <b>Overview</b></p> <ul style="list-style-type: none"> <li>• develop pupils’ enjoyment and interest in history.</li> <li>• develop a knowledge, appreciation and respect for history.</li> <li>• build on pupils’ curiosity for significant historical events.</li> <li>• Through a range of approaches, build, broaden and deepen understanding of key events and people from the past.</li> <li>• develop pupils’ empathy, respect and/or awe for significant people in history.</li> <li>• introduce pupils to the language and vocabulary of history</li> <li>• develop pupils’ understanding of their past and origins and Britain and the wider world-past and present.</li> <li>• develop appreciation and understanding of different civilizations.</li> </ul>  |
| <b>Implementation</b> | <p>Curriculum delivery – teaching, assessment and feedback: <b>(Sequence of Learning-SOL)</b></p> <ul style="list-style-type: none"> <li>• Teacher plan a knowledge organiser which outlines knowledge (including vocabulary) all children must master.</li> <li>• A sequence of lessons for each topic, which carefully plans for progression and depth.</li> <li>• All children to have equal access to the art and design curriculum and its associated practical activities.</li> <li>• All stakeholders are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress.</li> <li>• Where appropriate, work will be adapted to meet pupils’ needs and, if appropriate, extra support given.</li> <li>• Where appropriate, pupils will carry out investigations and experiment with various techniques.</li> <li>• Gender differences will be reflected positively in the teaching materials used</li> </ul> |
| <b>Impact</b>         | <p>Pupil achievement using progression and milestones: <b>(Subject Builder)</b></p> <ul style="list-style-type: none"> <li>• To develop children’s natural curiosity.</li> <li>• Children to achieve age related expectations in History at the end of their cohort year.</li> <li>• Children will retain knowledge that is pertinent to History with a real-life context.</li> <li>• Children will be able to question ideas and reflect on knowledge</li> <li>• Children will recall and retain a non-negotiable knowledge of the history curriculum at the end of each phase.</li> <li>• A wider variety of skills linked to history will continued to be further developed.</li> <li>• A richer vocabulary that will enable to articulate their understanding of taught concepts.</li> <li>• High aspirations, which will see them through to further study, work and a successful adult life.</li> </ul>   |

