

History Policy Document

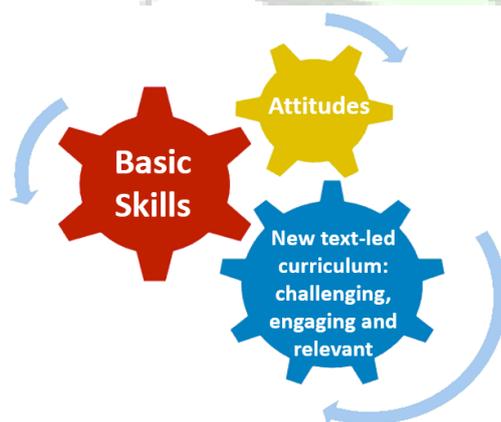
At Carnagill School, our curriculum is built around the attitudes and values of independence, curiosity, aspiration, commitment, kindness and pride. Our school motto of 'Inspiring Bright Futures Together' demonstrates our commitment to developing the whole child so that they can succeed in life. Mental health and well-being is a key driver in restoring our school community after the disruption of the pandemic.

Intent

At Carnagill School, we believe that the curriculum we offer our children will:

- Respond to the shifting needs of our changing and diverse community
- Have high quality and engaging learning opportunities
- Be practical, flexible and provide real life experiences
- Develop the whole child – social, emotional, moral and spiritual development
- Promote positive well-being and develop resilience and emotional regulation
- Develop an understanding of their place in their community and in the world
- Be knowledge and skills based which will prepare the children for life
- Create a lifelong love of learning

Our curriculum:



Basic Skills and Attitudes across the Curriculum

Basic Skills	Attitudes
Talk Vocabulary Handwriting Spelling and grammar Arithmetic (as appropriate)	Independence Curiosity Pride Aspiration Commitment Kindness

Carnagill Community Primary School

The quality of education is underpinned by:

Intent, Implementation and Impact

Through our History curriculum we aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they develop lifelong skills and knowledge.

We believe that History encourages our pupils to become inquisitive and curious learners and also allows them to develop their historical knowledge and skills so that they know more, understand more and can use this to make connections throughout their school career.

Intent

Through the history curriculum our intent is for:

Children to develop a range of skills in line with the vision and values of the school. These include curiosity, aspiration, commitment, pride and kindness.

Children to develop a love for history and to be inquisitive

Children to ask their own questions and be confident when answering questions with a historical focus.

Children to make connections between events, time periods and their own life experiences.

Quality first teaching to be consistent and evident in every lesson.

Children to use subject specific vocabulary.

Children to develop investigative skills.

Opportunities to be given to all children to have new life experiences.

Implementation

Curriculum design:

Our schools curriculum is taught through exciting and engaging topics where children are exposed to a variety of engaging stimuli. Within relevant topics, history will be taught as a block to ensure children have a learning experience focus on depth rather than breadth. Timetables will also be flexible to allow for clear links to be made across subjects.

Key Question

Each lesson is driven by a 'key question' that is used to promote independence and deepen critical thinking skills. This will be introduced at the beginning of the lesson and referred to throughout with children having the opportunity to produce an answer at the end of the lesson.

Knowledge

Our teaching equips pupils with knowledge that is in line with the national curriculum, the curriculum aims to ensure that all pupils:

Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.

Are encouraged to ask perceptive questions.

Think critically.

Weigh evidence.

Sift arguments.

Develop perspective and judgement.

Begin to understand the complexity 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.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Rome and the Egyptians.

Teaching

Lessons will be exciting and engaging.

Lessons will be introduced with a 'key question' and relevant subject specific vocabulary. Both primary and secondary sources will be used in lessons wherever possible. Children will be given opportunities to analyse these sources which could be images, statistics, a piece of writing, videos etc.

Activities will be differentiated in line with the children's needs.

Opportunities for writing at length will be provided.

Children will be given opportunities to work independently.

Effective feedback will be given throughout lessons and children's work will inform future teaching.

Vocabulary Development

Teachers will endeavour introduce subject specific and key vocabulary at the start of each lesson and refer to it throughout the lesson and unit. Children will be expected to use this subject specific vocabulary when asking questions, giving answers and in written work.

Impact

The impact and measure of this is to ensure that children in our school are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

- Gain, retain and understand new information.
- Understand and use key historical vocabulary which will be built upon as they move through school.
- Become independent thinkers who are motivated and inspired to find out more about the past.
- Be able to reflect upon and talk about what they have learnt and be enthusiastic to share their knowledge and discuss what they have achieved.
- Produce high standards of work that will match the standards reached in other subjects such as English and take pride in the work that they produce.
- Be curious and ask questions.

Produce evidence of work that show a range of topics covered, cross curricular links and differentiated work

Expectations

EYFS

To be able to talk about the present and past events in their lives and the lives of their family.

Year 1

Have a basic awareness of periods of time.

Be able to identify some key event and significant people.	Talk about the changes within their own life.
Use subject related vocabulary e.g. then and now.	

Year 2

To be able to use artefacts, pictures, online resources to find out about the past.	
Add labels to timelines using dates where appropriate.	Ask and answer questions such as what happened?
Recognise and use relevant historical vocabulary e.g. century, decade, past, era.	

LKS2

To be able to place some key dates and events on a timeline.	
Make comparisons in History between two periods studied.	Use primary and secondary sources to find out about the past.
Recognise and use relevant historical vocabulary e.g. BC, AD, century, decade, chronology, time, period.	

UKS2

Identify primary and secondary sources and discuss their reliability.	
Recall key dates from British History such as WW2.	Place Key eras on a timeline.
Recognise and use relevant historical vocabulary e.g. BC, AD, Era, period, chronological, empire, civilisations, government, monarch.	