



Curriculum Statement for HISTORY

Intent	<p>A high-quality history education is key for children to understand a sense of self. By learning about the lives of people from the past, the process of change, the diversity of societies and relationships between different groups, children can gain an understanding of where they sit in their own society. We aim to provide pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity and teachers equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>As such, our curriculum has been mapped out in a sequence of topics that build on prior knowledge and the children's ongoing sense of chronology. We have identified key themes to ensure that concepts are taught progressively.</p>
Implementation	<p>History is taught to children in Reception through the Foundation Stage Curriculum (Understanding the World – People and Communities). In Key Stage 1 and 2 we use 'Collins Connect' as a vehicle to support planning and teaching. These programmes are used alongside the National Curriculum's programmes of study. We teach history as a discrete subject in the second half of every term. We have a curriculum map which indicates which topics are taught in each year group and sitting behind that lies medium term plans which map out the sequence of learning and the progression of skills and knowledge that children are expected to learn.</p> <p>Our schema allows for children to develop their language, build upon prior learning, make links and develop a sense of chronology as they move through the school.</p>
Impact	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>We teach using a range of investigative and hands-on strategies and provide frequent enrichment opportunities so support children in developing their sense of curiosity about the past. Children record written work in books and these outcomes are used alongside oral and practical responses to make a formative assessment to establish if children are at the expected level. Subject leaders and senior leaders monitor planning, teaching and learning to ensure that we are offering a robust curriculum and that we are meeting the needs of all our children.</p>

