



## Moorside Primary School and Nursery

### History Intent

#### Intent

The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Our History intent is echoed through our **school's vision**:

**-A culture of success and achievement for all**

*All children are supported to access the history curriculum confidently through engaging lessons which have been made accessible for all learners.*

**-An aspirational and inspirational curriculum**

*We aim to inspire our children in History through different types of texts. History lessons are relevant to the children so they can see how the past has influenced life today.*

**-Strong relationships between the school, families, pupils and our community**

*Children are encouraged to develop their history knowledge along with their families; each term, a 'Knowledge mat' is sent home which includes the key vocabulary that the children will be learning along with 'Homework Challenges'. The aim of the challenges is for children and members of their families work together to learn about the different subject areas being studied. Also, at the end of each history 'Topic', the children share their knowledge and learning through our termly 'Showcase' events.*

**-A whole school inclusive and nurturing ethos**

*All children can and will achieve their potential through differentiated lessons and tasks. Children will be able to feel they can make mistakes in their learning and not feel judged, thus developing confidence within the subject of History.*

**-High expectations for all stakeholders, surrounding our children with the best educators and specialists**

*Teaching staff work hard to ensure that their History teaching is engaging for the children. Where necessary, members of staff organise trips and visitors to come in and talk about different historical events to give them a real life purpose and experience for learning.*

In line with our school curriculum intent and linking with the National Curriculum in History, at Moorside we:

*Ensure our children have an understanding of the history of the UK and the wider world and understand the chronology of the different time periods.*

At Moorside Primary School and Nursery, we have adopted a cyclical approach to the teaching of History in the form of Year A and Year B. To ensure that there is clear progression within the year groups, as a staff team, we have created a progression document, to ensure the teachers are clear with the knowledge the children should have acquired by the end of each academic year and that the knowledge is built on logically so that children make links and comparisons between the different eras. As a school, we have decided to try include Black History within the different time periods, so that the children are aware of the different cultures in Britain and the wider world during the different eras. This is something we feel is extremely important when providing a broad and balanced curriculum.

## **Implementation**

History is taught in blocks throughout the year, linking to the different themes addressed in the Long Term Plan. Teachers have identified the key knowledge and skills of each history topic and consideration has been given to ensure progression from each area of study to the next throughout each year group across the school. By the end of year 6, our children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to make comparisons and connections to historical time periods and their lives today through regular revisiting of timelines and common strands, People, Aspirations, Comparisons and Environment.

Cross curricular outcomes in history are specifically planned for, with links between the history curriculum in literacy lessons, enabling further contextual learning. Where applicable, the children visit places of historical interest in the local area, for example Fountains Abbey and Ripon Cathedral. Planning is informed by and aligned with the national curriculum. Through Medium Term planning, consideration is given to how children can achieve and be challenged to achieve greater depth through assessment questions at the beginning of the topic and planned open-ended questions and tasks, as well as how learners will be supported through scaffolded intervention and steps to success in line with the school's commitment to inclusion. Outcomes of work are assessed and monitored using Target Tracker and formative assessment (marking and feedback), to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance, which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. They bring their understanding of their own journey over time, for example, their birth dates on a timeline and how people change from being babies to toddlers to children.

## Impact

Our approach to the curriculum results in interesting and engaging history lessons. The quality of children's learning is evident through work examples, pupil voice and learning walks from each class and also the use of Five Finger Facts so that they can recall previous learning. This evidence is used to:

- Feed into teachers' planning,
- Record on Target Tracker so that gaps can be addressed when necessary,
- Focussed monitoring to be under taken.,
- Data and outcomes across the school feed Action Planning in an Assess, Plan, Do, Review cycle.

This supports varied paces of learning and ensures all pupils make good progress.

Much of the subject-specific knowledge developed in our history lessons equip pupils with knowledge for them to understand how and why events are occurring in Britain and the wider world.

## Providing a purposeful catch up curriculum in History

As part of our offer for remote learning, our children were exposed to a range of History topics. The children were able to complete the activities provided through online video clips and websites and also by using Purple Mash to record their learning. As part of our Covid recovery curriculum, we continue to offer a balanced curriculum and will continue to focus on children's understanding of chronological order across and within the different times periods studied in key stages 1 and 2 as specified in guidance from the DfE in July 2021, 'Teaching a Broad and Balanced Curriculum for Education Recovery ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1003469/Teaching\\_a\\_broad\\_and\\_balanced\\_curriculum\\_for\\_education\\_recovery.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf))

The specific guidance from this document for History is,

at key stage 1:

- Priority curriculum content should include a range of sufficiently detailed period specific knowledge.
- Pupils should have the opportunity to situate this knowledge in relation to other significant historical events studied.
- Teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts.

At key stage 2 and key stage 3:

- Teachers should continue to select content that illustrates the prioritised knowledge. This will establish strong foundations for studying a wider range of periods, with greater complexity, in the future.

- Teachers should regularly locate this knowledge in wider timelines so pupils gradually gain a sense of the chronological relationship between different historical events and periods.
- Teachers will also need to develop pupils' knowledge of how historians study the past and construct historical arguments (for example, considering what makes claims valid or invalid).

*R Taylor, History Subject Leader - Autumn 2021*