



History

Intent:

What we expect children to learn at Acklam Whin

Through our explicit teaching of history, we at Acklam Whin want to inspire and develop our children to want to know more about the past and to think and act as historians.

During a pupil's journey from Y1 to Y6, our broad and balanced History curriculum builds on the Knowledge and Understanding of the world our children develop across EYFS.

The purpose of our high-quality history curriculum from Year 1 to Year 6 is to:

- help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world;
- help pupils develop their historical skills and concepts;
- inspire pupils' curiosity and motivation to learn and to know more about the past;
- develop a sense of their own identity within a social, political, cultural and economic background.
- help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

In line with the national curriculum 2014, Acklam Whin's history curriculum 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.

Implementation	<p>How we realise our intent in terms of a working framework.</p> <ul style="list-style-type: none"> • History at Acklam Whin is embedded in the EYFS curriculum and then developed in a chronological way across KS1 and KS2. • All the National Curriculum aims are taught and build upon the Knowledge and Understanding of the world our children develop during their time in EYFS. • Our history curriculum enables children to broaden and deepen their historical knowledge, understanding and skills in a progressive way from Year 1 to Year 6. • In EYFS the history curriculum is delivered through a combination of adult led, taught sessions and through a comprehensive selection of engaging continuous provision opportunities. • Lessons are planned using the historical progression skills as a guide for each year group. • By the time the children leave Year 6, they will have studied a broad range of topics covering important events and periods in Britain's history and that of the wider world. • Links with other areas of the curriculum are embraced to provide a more meaningful learning experience. • We recognise that children learn in a variety of ways, and so wide variety of teaching approaches are used in history lessons to ensure children make good progress. We include whole class, group and individual learning. Our inclusive curriculum is adapted to the needs and abilities of all pupils. • Where appropriate children will use a range of sources, books, artefacts, visitors to enhance their learning as well opportunities to learn outside of the classroom including educational visits. • Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of historical skills and knowledge. • Teacher and self-assessment are used to identify those who may need more help in specific areas. <ul style="list-style-type: none"> • Learning is scaffolded, when necessary, with additional resources or more structure to ensure that a specific skill can be taught. • Work may be differentiated to support further challenge for those who need it. • Timelines will show previous historical learning and enable children to put new learning into context. <p>We will embed subject specific vocabulary through modelling, and direct skilful questioning.</p>
Impact	<p>Impact: the effect of teaching history for our children and how we measure their learning in history at Acklam Whin.</p> <p>We want to ensure that every child who leaves Acklam Whin does so having achieved their potential and with the ability to use and adapt skills and knowledge acquired through their history learning to help them succeed in the future. We regularly reflect on standards achieved against the planned outcomes. We use continual teacher assessment/ skilful questioning within a lesson to identify level of understanding of pupils, correct misconceptions, and use of subject specific vocabulary. The school is recognised as a 'Heritage school through its ongoing collaboration and links with Historic England. This helps connect our children to where they live and understand and value how local heritage relates to the national story.</p> <p>The impact of teaching our history curriculum is to develop:</p> <ul style="list-style-type: none"> • Children who firstly enjoy history, become inquisitive, reflective learners and demonstrate positive attitudes. <p>Children able to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.</p> <ul style="list-style-type: none"> • Children will become increasingly critical and analytical within their thinking in order to weigh up evidence. Making informed and balanced judgements about historical events based on their knowledge of the past. • Children with an insight into the chronology of events that have taken place in Britain and the wider world in order to develop their awareness of how historical events have shaped the world that they currently live in. • Children who are developing an understanding of History on a smaller scale in a local context. • Children encountering or participating in high-quality visits/visitors to further appreciate the impact of History, where applicable.