



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 further inspire our children with high quality, carefully selected historical fiction texts to immerse them in the historical periods they are studying. All the texts (see Key Literacy Texts document) include subject specific language and provide opportunities for children to deepen their contextual knowledge.

-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 knowledge (5 Finger Facts) and key vocabulary that the children will be learning. Homework Challenges are also sent home termly; the aim of the challenges is for children and members of their families to work together to practise remembering, embedding and applying key knowledge and skills. 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 carefully- scaffolded and progressively planned sequences of lessons and tasks. Children 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 into school 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 understand the history of the UK and the wider world and understand the chronology of the different time periods studied.

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 there is clear progression within and across each year group, we follow a progression document. This ensures teachers are clear about the knowledge and skills 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 different eras studied. We also cover Black History within different time periods (where appropriate), so that children are aware of the different cultures in Britain, and the wider world, during the different eras studied. This is something we feel is extremely important when providing a broad and balanced curriculum.

Implementation

The children are taught 6 history topics over the course of cycle A and B (see progression document). In each topic, children are taught 5 facts that focus on key knowledge for them to build on and make links in their subsequent learning. The key knowledge and skills for each history topic have been identified with a focus on 4 key strands: People and Society (knowledge), settlements (knowledge), comparison (skills) and interpretation (skills). Careful consideration has been given to ensure progression from each area of study to the next throughout each year group across the school by focusing on the 4 key strands

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 the common strands: People and Society (knowledge), settlements (knowledge), comparison (skills) and interpretation (skills).

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. Open-ended questions and tasks are planned for and planning clearly identifies how learners will be supported through scaffolded intervention and steps to success in line with the school's commitment to inclusion. Assessment activities and questioning is used at the beginning of topics to assess children's prior knowledge before moving forward with their new learning. At the beginning of history lessons, relevant prior knowledge (linked to new learning) is recapped, new five finger facts are introduced/revisited and key vocabulary for the lesson is shared before new learning begins. 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 develop 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.

Education visits

Children visit key museums and historical sites to develop their cultural capital and deepen their lines of enquiry. Educational visits are carefully planned and outlined on the 'Whole School Long Term Overview' to ensure all children are given opportunities to enhance their historical knowledge and skills in various settings. Places the children will visit include Beamish, The Jorvik Viking Centre, Ripon Workhouse and Fountains Abbey. Educational visits are reviewed regularly to ensure our children are always provided with the best possible opportunities to engage and inspire them as historians!

Impact

Our approach to the History curriculum results in interesting and engaging history lessons. The quality of children's learning is evident through work examples, pupil voice and learning walk across school. Children's recall of key knowledge (Five Finger Facts) demonstrates their understanding and supports them to build upon prior learning. This evidence is used to...

- Feed into teachers' planning,
- Record on Target Tracker so that gaps can be addressed where necessary,
- Make decisions about focussed monitoring and CPD,
- Report to governors on the progression in History (termly).
- Analyse data and outcomes across the school which then feeds into action planning in an Assess, Plan, Do, Review cycle.

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

The carefully considered and planned subject-specific knowledge and skills developed in our history lessons equips pupils with necessary knowledge and skills for them to understand how and why events have occurred/are occurring in Britain and the wider world.

R Allen, History Subject Leader - Summer 2024