



LECONFIELD PRIMARY SCHOOL HISTORY CURRICULUM STATEMENT

Intent	Research link	Implementation	Impact
<p>We will build and deliver a History curriculum which develops learning and results in the acquisition of knowledge and skills.</p> <p>Our History Curriculum will enable children to enquire, research and carry out analysis in History. Children will know more, remember more and understand more.</p>	<p>“History, like all domains of knowledge, is not a collection of inert facts but depends on enquiry.”</p> <p>Children, their world, their history education: the implications of the Cambridge review for primary history Hilary Cooper 2018</p>	<p>Knowledge Organisers Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.</p> <p>Subject Specific Vocabulary Identified through knowledge organisers and highlighted to the children at the beginning of lessons and revisited through knowledge quizzes. Revisited at the beginning of each lesson.</p> <p>Class timelines Each class displays a timeline. New topics are identified on the timeline and attention drawn to its relevance to the ‘Big Picture’</p> <p>Books Children have access to a wide variety of history fiction and non-fiction texts to allow for extended reading. Relevant texts are available in book areas. Children and parents are notified of recommended texts</p>	<p>Children will know more, remember more and understand more about History.</p> <p>Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, Historical interpretation, Historical enquiry, organisation and communication.</p> <p>A high number of children will achieve age related expectations for History.</p>
<p>Our History curriculum and scheme of work are designed with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study</p>	<p>The past is intelligible to us only in the light of the present; and we can fully understand the present only in the light of the past. (Carr 1987, 55)</p> <p>See also Investigating the issues and implications of ‘Big Picture’ history: deconstructing the ‘long arc of development’ Karin Doull & Susan Townsend (2018)</p>	<p>Use of Artefacts The use of artefacts has been shown to enrich historical experiences of children. We will, where possible, use historical artefacts for the children to investigate and explore. This will serve to enhance knowledge, understanding and acquisition of historical skills.</p> <p>Use of Historical Sources / Bias Where sources are used the teacher will endeavour to ensure the children are aware that an element of bias will be present in all sources and this must be taken into account when interpreting evidence.</p> <p>Outdoor Learning We acknowledge the different learning styles of children. Where appropriate, and when relevant, children will learn history outside.</p>	<p>Children will use the lessons learnt from history to influence their decisions they make in their future lives.</p>

<p>We will fulfil the duties of the National Curriculum and provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of children and prepares them for the opportunities and responsibilities and experiences for later life.</p>	<p>...because of the imaginative nature of historical reasoning, the subject's foundations in enquiry and interpretation, and the strong cross-curricular links with subjects such as drama, art and design technology, history is very well suited to creative approaches.</p> <p>Teaching History Creatively (Cooper 2013)</p> <p>See also</p> <p>Can Primary Schools Retain the Integrity of History as Part of an Integrated or Thematic Approach to the Curriculum?' (James William Percival 2014)</p>	<p>Assessment</p> <p>Children's historical understanding is assessed by teachers. We track coverage of the history curriculum throughout the year at the end of each academic year teachers give a point in time assessment based on the child's work over the year</p> <p>The subject leader uses this data to improve the children's historical learning.</p> <p>The Learning Environment</p> <p>Each classroom displays a timeline and relevant vocabulary which is referred to during every lesson</p> <p>Basic Skills</p> <p>English, maths and ICT are used in history lessons to provide opportunity for children to use skills they acquired purposefully.</p> <p>Provision in EYFS</p> <p>Areas of provision are enhanced, displaying vocabulary, aiding understanding and providing extension. A relevant timeline is created to allow children to understand past and present and the similarities and differences between the two.</p>	