

History 3 I's

<u>Intent</u>	<u>Research</u>	<u>Implementation</u>	<u>Impact</u>
<p>Our History Curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.</p> <p>We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.</p> <p>Through our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.</p> <p>History will support children to be open-minded and respect the complexity of people's lives, the diversity of societies and the relationships between different groups.</p> <p>Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.</p> <p>It also aims to support pupils in building</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>In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:</p> <ul style="list-style-type: none"> ● Disciplinary concepts ● Substantive concepts <ul style="list-style-type: none"> ● Historical enquiry ● Chronological awareness <ul style="list-style-type: none"> ● Topic knowledge ● Substantive knowledge strands <ul style="list-style-type: none"> ● Disciplinary strands ● Historical knowledge <p>We emphasise the importance of historical knowledge being shaped by disciplinary approaches, as shown above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.</p> <p>Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world.</p> <p>Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their</p>	<p>The impact of the history curriculum is constantly monitored through both formative and summative assessment opportunities.</p> <p>We use quizzes at the start of each session to establish pupils' prior knowledge and ensure that they have the knowledge in which to build upon.</p> <p>We also complete assessment at the end of each session to ensure that pupils have met the desired objective.</p> <p>We aim to have enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.</p> <p>To summarise, children will:</p> <ul style="list-style-type: none"> ● Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced

<p>their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.</p> <p>We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.</p> <p>In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.</p> <p>This Curriculum enables pupils to meet the end of Key stage attainment targets in the National curriculum.</p>		<p>learning in Key stage 2 and identifying connections, contrasts and trends over time. The timeline supports children in developing this chronological awareness.</p> <p>The curriculum is organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.</p> <p>Over the course of the curriculum, children develop their understanding of the following key disciplinary concepts:</p> <ul style="list-style-type: none"> • Change and continuity. • Cause and consequence. • Similarities and differences. <ul style="list-style-type: none"> • Historical significance. • Historical interpretations. • Sources of evidence. <p>These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set.</p> <p>As children progress through the curriculum, they will create their own historical enquiries to study using sources and the skills they have developed.</p> <p>Substantive concepts such as power, trade,</p>	<p>by the wider world.</p> <ul style="list-style-type: none"> • Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind. • Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society. • Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences. <ul style="list-style-type: none"> • Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day. • Understand how historians learn about the past and construct accounts. • Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts. <ul style="list-style-type: none"> • Explain how and why interpretations of the past have been constructed using evidence. • Make connections between historical concepts and timescales. • Meet the end of key stage
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