# Marston Thorold's Primary School

## Curriculum Intent Statement - History

### Intent:

*"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. To enable man to understand the society of the past, and to increase his mastery over the society of the present, is the dual function of history.' - E H Carr*

- Provide all children with key content **knowledge** to understand Britain's past and that of the wider world and to prepare them for the **next stage of their education.**
- To develop children's curiosity and sense of excitement about the past and its impact on the world today.
- Encourage children to use their historical process knowledge (historical **enquiry**) to pose their own historically-valid questions, think critically, weigh evidence, sift arguments, make connections, empathise and develop perspective and judgement.
- To **widen children's horizons** to understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Equip children with the historical process knowledge required to be **aware** of the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups, as well as exploring their own identity and the challenges of their time.

**Colours link intent back to Whole School Curriculum Intent*

### Implementation:

All lessons build on prior learning and teachers support children to learn and remember more through:

- Use of progression framework to form the key knowledge documents across the school
- Each unit is based on an enquiry question that is referred back to each lesson. All lessons build up children's knowledge to enable them to answer and reason about the enquiry question.
- A knowledge organiser which outlines sticky knowledge (including vocabulary) all children must master via low stakes testing through knowledge recaps.
- A focus on chronology, with children aware of a clear timeline of historical events as they progress through the school. School agreed timelines in place.
- A focus on key historical skills and practices (process knowledge) that children develop and progress with as they move through the school with opportunities to develop content knowledge alongside process knowledge
- Completion of both formative and summative assessments to elicit prior knowledge and ensure that knowledge effectively enters the children's long-term memory.
- Use of a collaborative working walls that build up through each unit of work, creating a clear learning journey for children to refer back to. This acts as a learning reminder for children.
- Knowledge recaps are used at the start of each lesson to recap prior knowledge and prepare children for the next step in their learning.
- Sequence of six lessons: four lessons focusing on new learning answering the enquiry question; one assessment lesson; one recap lesson.
- Elaborative questioning to challenge pupils to apply their learning in a range of ways
- Trips and visits from experts who will enhance the learning experience
- Opportunities to access a range of quality and inspiring historical artefacts and resources
  with an emphasis on practical investigation, encouraging children to find answers to questions they raise
- Specialist vocabulary for topics taught and built up.
- Process knowledge adapted and differentiated for mixed aged classes to ensure that provision meets the needs of both year groups.
- Opportunities for curriculum adaptation and challenge, pre teaching and interventions for those children who may require it, including those with SEN, throughout a topic or prior to a new topic being taught.

### Impact

We measure the impact of our curriculum through the following methods:

- End of unit assessments based on identified key knowledge from the unit.
- Regular knowledge recaps at the start of lesson to ensure learning moves into the long-term memory
- Marking and feedback in books, including next steps and 'pink for think'
- Pupil discussions about their learning through self-reflection
- Local History Week (once every three years) to show case our learning to the wider community