



# History



A balanced curriculum which provides both breadth and depth provides children with a knowledge and understanding of Britain's past, and that of the wider world, putting into context the world in which they live. Inspiring pupils' curiosity and developing their questioning skills, critical thinking, as well as their analysis and assessment of information, sources, arguments and perspectives.

We look to equip children with knowledge of, and appreciation for, the complexity, diversity and changing nature of the wider world so that they can better grasp the opportunities and challenges of their time.

## Big Ideas



- Chronology
- Evidence and source analysis
- Historical Enquiry– critical thinking.
- Continuity and change
- Cause and consequence
- Outline and depth
- Vocabulary—abstract ideas.

## Content and sequencing



**EYFS:** Within the context of Understanding the World ELG, Historical vocabulary will be introduced, enabling pupils to talk about themselves and others, past and present events in their own lives and in the lives of family members. Begin to compare the past to present day.

**Key Stage 1:** Historical skills will focus on the world around them and their living memory of history. The lives of significant individuals who have contributed to national and international achievements. People and places in their own locality.

**Key Stage 2:** Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Focusing on developments in technology and travel across early civilisations. Local and globally significant individual's achievements and their impact.

## Cross-Curricular Connections



- Cross curricular writing focus.
- High quality texts are used and well-written answers modelled.
- Explicit cross-curricular connections are made as appropriate, with particular emphasis on core subjects.

## Retrieval Practice



- Knowledge organisers include key vocabulary.
- Cross year-group links reference and build upon prior learning.
- Floor books provide assessment, retrieval and pupil voice.

## Progress



- Learning is sequenced so prior knowledge and concepts are built upon; working with our structure of mixed aged classes.
- Plickers quizzes to baseline and show progression at the end of a unit.
- Learning outcomes in books and floor book.

## Support



- Every pupil has access to the National Curriculum Programme of Study.
- Scaffolded learning of the same task.
- Varied teaching styles used to promote engagement. Such as practical tasks, written tasks and drama.