



# History

## Intent:

At Yenton Primary, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and be able to clearly communicate historical knowledge and understanding. Our history curriculum has been designed to provide experiential learning experiences inside and outside of the classroom. The History curriculum is inclusive and adaptable to cater for the needs and interests of all of our children. The spiral design allows children to develop and deepen their knowledge and understanding through increasing complexity and depth within the different history topics covered throughout each academic year.

At Yenton, we aim to provide our pupils with:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities and be resilient, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

## Implementation:

Our History curriculum is balanced, ensuring all aspects of the National Curriculum are covered through termly topics and enrichment days. Curriculum leaders have identified the key procedural and factual knowledge of each termly topic and consideration has been given to ensure progression of knowledge throughout the school. The curriculum is designed to incorporate cross curricular links (where appropriate) to enable further contextual learning so children can achieve greater depth in their learning. The history curriculum is progressive building on prior knowledge and learning. Teachers will start lessons using retrieval questions and lessons will be adapted according to the needs of the children. This is to ensure that their prior knowledge has been consolidated before moving onto new procedural and factual knowledge. Our History topics (where appropriate), have first-hand experiences and selected purposeful resources to further enhance learning. As well as this, some year groups go on

educational visits and external visitors and organisations to visit pupils in school to provide memorable, first-hand experiences.

**Impact:**

Our History Curriculum is of high quality, well thought out and is planned to demonstrate progression. If children are achieving the curriculum requirements, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- Topic quizzes (at the end of each half term) to gain an understanding of the procedural knowledge and factual knowledge learnt;
- Retrieval questions at the start of every lesson to assess prior learning (linking key vocabulary)
- Celebration of learning through a range of activities i.e debates, news broadcasts to observe the application of procedural knowledge and factual knowledge
- Pupil voice – focusing on children articulating their learning
- Book trawls and moderation – opportunities for teachers to discuss the children's achievements and progress being made
- Marking of written work in books