



Intent – We aim to....

Stimulate the children's curiosity in order for them to explore the past.

Enable children to achieve and develop their historical knowledge, skills and understanding.

Encourage children to discover answers to their own questions through exploration and research.

Ensure children gain a coherent knowledge and understanding of Britain's past and that of the wider world to build respect, appreciation, and pride of their country.

Enable children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people



Implementation – How do we achieve our intent?

Our approach - Each History topic has a sequence of lessons consisting of an exciting hook to get the children intrigued with the topic; at least 3 lessons stemming from an enquiry question; time to recap any misconceptions or explore a concept in more depth and an assessment. In every History topic the children will develop one of our key concepts for learning: Chronology, Knowledge and Understanding of History, Significance and Interpretation, Using and Understanding sources of evidence, Cause and Consequence, Similarities and Differences, Change and Continuity. We also teach the concepts of religious, cultural and ethics diversity across History as well teaching the children about presenting, organising and communicating Ideas in History

Flying Start – In foundation stage children in EYFS are encouraged to: look at pictures of themselves now and themselves as babies and talk about how they have changed, learn about families – children, parents, grandparents and relate to the past, learn vocabulary that helps them to talk about the past, present and future, listen to stories that are set in the past, compare things in the past and now and learn the names of some significant people/events from the past such as the Moon landing and Neil Armstrong

Progression - History is taught in blocks throughout the year within a termly or half termly topic, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.

Vocabulary

At Beechwood we acknowledge that we have a diverse intake of children and therefore vocabulary has to be thoroughly taught. We ensure key vocabulary is displayed on our working walls and word mats as well as ensuring the children are reminding of any key vocabulary at the start of each lesson. Children who are new to English will have pictures to support their learning of new vocabulary. We ensure we use the correct terminology right from the start to ensure our children build geographical dialogue.

Inclusion - SEND & EAL

As a school we have a diverse intake of children with a high mobility rate and therefore we ensure we start each lesson with a recap of prior learning to support all children in making connections between their learning. Teachers carefully consider what provisions and scaffolds will support the children to access the learning – this may be pre teaching the key vocabulary, vocabulary prompts on the table, visual representations, activity scaffolds, peer or adult support, addition discussion time or any other scaffold they feel will benefit each child to access the learning. We believe it is important to not cap our children's learning and have high aspirations for all. We demonstrate this by ensuring our geography curriculum is

Assessment

The children are assessed on the units over arching questions and sticky knowledge at the end of each unit. We want our children to know how to write as a Historian so we ensure all writing is in an appropriate style for the subject. Children are assessed on the History skills and knowledge not on their writing ability.

Impact – How do we know we have delivered a successful curriculum?

Children will have a secure knowledge and understanding of people, events and contexts from the historical periods covered.

Children will develop the ability to think critically about history and communicate confidently to a range of audiences.

Children will develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways

Children will develop a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Children will develop a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.