



## History Intent

Why do children at Kneesall study History?

At Kneesall, we want all our pupils to have the opportunity to develop their curiosity about the past. We want them to know that history is more than facts and dates and encourage them to become detectives who explore the past in an exciting way. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops. All of these will bring the children as close as possible to the past. We teach that history can provide us with insight into our cultures of origin as well as cultures with which we might be less familiar, thereby increasing cross-cultural awareness and understanding.

What are the aims for the History curriculum?

We believe that high-quality, hand on history lessons will inspire children to think innovatively and develop their natural curiosity. Our history curriculum encourages children to develop a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In history, children are expected to be reflective about their thinking.

This should be made meaningful and as real as possible throughout the process, with evidence of age-related verbal and written reflection. History at Kneesall is developed to equip pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgment. Pupils will gain knowledge of Britain's past, and our place in the world to help them understand the challenges of our own time. They will learn about specific people and events in history as well as developing a chronology of Britain's history both ancient and recent, and this is interwoven with other world history study.



How are British Values taught through history?

The history curriculum delivers British values through having a sense of enjoyment and fascination in learning about our past.

Democracy- The history classroom must be a democratic classroom. Children will consider what it was like for individuals during different time periods and consider themselves in the position of others and the concept of fairness.

Mutual Respect and Tolerance- children are taught to show respect for each other's beliefs, feelings and opinions when expressing themselves about different historical events from history and the societies within them.

Individual Liberty- Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good.

Rule of Law- Children identify at the role of parliament and taught how the rule of law is fundamental to our society and the effects if it is ignored.

### History Implementation

History alternates with geography half termly. Pupils are given a chance to explore a wide range of sources from which history may come alive. This will include a range of out of school visits, workshops, visitors, and artifacts. A two-year cycle is planned to provide a wide coverage. Teachers plan history carefully using the objectives from the national curriculum that form our medium-term plans. Teachers can see what skills and knowledge have been taught previously. From this they can outline the knowledge and skills (including vocabulary) that children should master. They will create a way for history to be displayed or shared to celebrate the pupil's work. Where possible, links are made to other curriculum subjects to immerse the children in their learning. Teachers use a range of sources to plan activities and learning that is progressive within each year group.



## Monitoring, Progression and Assessment

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; Teachers recap on previous learning through questions at the beginning of a new unit of work; New learning is continually revisited by the teachers to embed. Assessments are made at the end of each term to determine at what level of understanding each child is working towards. This will include retrieval of key knowledge-based facts alongside discussion with the child about the work they have produced.