

# History



## Intent

*At Asterdale our vision for our History learners is:*



## Implementation

*We translate this into practice by:*



## Impact

*We know this works for our pupils through:*



- *At Asterdale, we provide a rich and varied History curriculum that has been designed to inspire in our pupils curiosity and fascination about Britain's past and the wider world.*
- *We aspire for our children to develop into inquisitive learners who ask 'why' about the past – and as historians, we want our children to leave us as thoughtful, reflective and curious about their world.*
- *We want Asterdale historians to leave our school able to ask perceptive questions, to think critically, to weigh evidence and sift arguments in a balanced way and are equipped with the skills to think and make decisions as historians now and in their futures*
- *These skills prepare our learners not only as historians but also as global citizens for modern 21<sup>st</sup> century Britain.*
- *Studying History at Asterdale provides opportunity for children to broaden their knowledge, to be able to begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time*

Our History curriculum is planned in line with the knowledge and skills outlined in the National Curriculum through KS1 and KS2.

Our Foundation class follows the Early Years Foundation Stage framework. 'Understanding the World' involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- *Beginning in the Early Years, pupils learn about where they live and why it is important to them. This helps to build a sense of personal belonging and place for our learners in the Foundation Stage ready to build upon this knowledge in KS1*
- *Rooted in the Early Years, pupils discover about the world around them and their school setting as a place of community*
- *Teaching across school follows an agreed long-term plan so that core curriculum key skills and knowledge are taught in a sequence that allows pupils to build and embed their understanding over time*
- **Key knowledge progression** builds around:
  - a) constructing the past*
  - b) sequencing the past*

- *At Asterdale, our History curriculum builds learners who are strong independent thinkers, who are excited and inspired by the past and understand that their decisions and actions play a part in shaping the future.*
- *By the end of KS2, we want our children to be able to use a wide range of historical sources to ask and answer questions about the past and be able to understand the limitations of different types of resources so that our learners are prepared for the challenges of Key Stage 3.*
- *Our curriculum enables children to develop a chronological understanding of British history from the Stone Age to the present day. They will have had opportunities to draw comparisons with the achievements of the earliest civilizations, study non-European societies of Mayan civilization, Ancient Egypt and the influence of Ancient Greece on the wider world.*
- *Children will have an understanding and perspective about our locality and some of the*

*and an appreciation of events from the past that impact upon us today.*

- *Our History curriculum covers all the skills, knowledge and understanding set out in the National Curriculum 2014.*
- *The intent of our History curriculum is supported and detailed in the History Progression Map which shows the knowledge and skills taught across all year groups so that pupils revisit knowledge and remember key concepts taught.*

▪ **Key concepts** which underpin our History teaching across all year groups are:

- a) *change: similarity and difference*
- b) *cause and effect*
- c) *significance & interpretations*
- d) *conducting historical enquiries*
- e) *using sources as evidence*

▪ *Our History topics begin with discovering what pupils already know through discussion to elicit prior knowledge so that teachers can gain an understanding of the children's starting points of the topic, along with their initial questions and inquiries. This informs lesson planning which is used alongside the progression of knowledge and skills document and long-term planning. The key knowledge and skills of each topic have been identified and consideration has been given to ensure progression throughout the school.*

▪ *To engage, immerse and 'hook' the children in their learning experiences, every classroom learning environment reflects the topic that the children are learning about and enrichments are planned to enable children to experience and tap into history. For example, when studying 'Childhood Changes', the Year 1 children visit Sudbury Hall Museum of Childhood to first-hand explore toys from the past. This learning environment is not only used as a tool for engagement, but also to support and deepen the learning experiences taking place in the classroom.*

▪ *We present our children with the opportunities to deepen their understanding further in ways that cannot always be replicated in the classroom. Through historical enquiry our children are able to ask questions, select and evaluate evidence and to make judgements about the past.*

*challenges and achievements that have shaped the local area in which we live.*

- *We measure the impact of our History curriculum through:*
  - *monitoring work*
  - *listening to the children's attitudes about history through pupil voice*
  - *by taking learning walks*
  - *by reviewing our curriculum annually to reflect and refine our best History offer for pupils*

- *We are developing opportunities for our children to be able to revisit key facts and information on a regular basis through retrieval activities and these ensure that the knowledge is retained in their long-term memory.*
- *As a school we practise a variety of teaching methods to cater for all of our learners. Children may use historical artefacts, books and ICT to support their discoveries. They work individually and as part of a team to present their findings orally, in writing, through Art, DT, ICT and role-play/drama. As the children move up through the school, they will be given opportunities, when studying particular topics, to present home learning projects to their teachers and peers.*

