



History

Intent

Our intent is for pupils to develop an appreciation and understanding of the past using first and second order concepts as highlighted by the National Curriculum's content and aims. Furthermore, we believe our curriculum inspires pupils' curiosity about the past and sees them gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Implementation

Knowledge and Vocabulary (first order concepts):

- Our EYFS curriculum encourages children to express their ideas and feelings about their past experiences and encourages them to differentiate between past, present, and future tenses appropriately. When delving into an *Understanding of the World* topic, our pupils begin their first step of our Inmans historical skills journey by comparing photographs of families from the past to the present so that children can begin to make time tangible, measurable and concrete.
- Key stage one pupils are launched to the history curriculum in a thematic way. Knowledge content is organised around enquiry questions to develop pupil awareness of the past through the use of the local area, people, events, and changes. Young historians find themselves introduced to historical periods that they will revisit and study more fully in key stage two.
- The Inmans key stage two curriculum is planned to ensure progression in British, local and world history. British history is arranged chronologically, ensuring that knowledge and vocabulary in these areas are taught in a sequentially coherent way, whilst the wider subject aligns itself with other influences including the Pie Corbett reading spine, thus interweaving itself throughout the wider curriculum.

Skills (second order concepts):

- To ensure that pupils develop a secure knowledge that they can build on, our history curriculum purposefully sequences skills and outlines expectations from 4 to 11 years old for working at the age-related expectations and for greater depth.

The following skills objectives are:

- Chronological understanding
- Historical understanding of cause and consequence

- Historical understanding of change
- Historical enquiry
- Interpretation of Historical sources.

Other:

- In lessons, pupils learn historical subject content (knowledge and vocabulary) which is then shaped by the relevant skill, or second order concept being taught.
- In our classrooms, our learning walls, provide constant scaffolding for children. These displays also exhibit completed work, model subject-specific vocabulary, key facts and questions, and exemplars of the work being taught.
- Outside of our lessons, knowledge organisers are applied as a pre-teaching tool for children to support home learning and as part of a review.

Impact

Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupils enjoy history and can recall their learning over time.

Pupils' work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills, and vocabulary in an appropriate sequence.