

Abbey Academies Trust



Every Child Matters

History Curriculum Statement

Amended

June 2019		
September 2019		



Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.

Why we believe History is important

Studying History provides pupils with a context from which to understand themselves and others: developing an ability to value other cultures and creating a sense of identity and an awareness of their role within the wider community. Within the history curriculum models of good and responsible citizenship are revealed and pupils are also encouraged to learn from the mistakes of others. History inspires curiosity and equips children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We provide a high-quality history education aiming to give a foundation for understanding the world past and present.

Intent: we aim for our pupils to:

- be engaged and inspired to find out more about the past in a supportive and collaborative learning environment.
- become fluent in using methods of : enquiry, analysis, interpretation and problem-solving.
- learn how to make connections and draw contrasts.
- understand the concepts of continuity and change; cause and consequences; similarity, difference and significance.
- gain historical perspective by placing their growing knowledge into different contexts.
- share their historical thoughts and ideas in a clear and coherent manner; using historical terms.

Implementation: How do we do this?

- We believe it is important to have high expectation for all pupils, so they are taught in mixed attainment/ class groups where all can be exposed to the knowledge, skills and discussion relevant to their age.
- Pupils are taught about historical periods of time in a cross curricular / topic based approach, where teachers ensure the progression of historical skills and knowledge.
- Pupils are taught about four Big Ideas that run throughout the entirety of our history curriculum for Y1-Y6, linking all knowledge categories to these four fundamental ideas of history: Interpret and investigate the past, build and overview of world history, understand chronology, communicate historically.
- Progression is measured through three milestones, which are matched to each of the Big Ideas
- Retrieval quizzes form part of each history unit to support children in retaining knowledge long-term
- Using research into the work of cognitive load, we understand the importance of children building a solid base of knowledge, which is embedded before they are asked to complete complex tasks.
- POP tasks also form part of each unit to allow children to show the culmination of their understanding.
- History team review planning to ensure continuity and progression of historical skills and knowledge.
- Planning is supported through resources collated by the history team.
- Emphasis is placed on examining historical artefacts and primary sources when possible and teachers recognise and value the importance of stories in history teaching and regard this as an important way of stimulating interest in the past.
- Inclusive and exciting learning experiences are delivered, which address the needs of all pupils and include opportunities for pupils to gain greater depth.
- Well-structured, relevant and focused classroom activities are provided – involving interaction and dialogue between teacher and pupils and between pupils themselves.
- There is a clear, over-arching sequence to the history learning.
- The encouragement of discussion, questioning and the sharing of ideas and interpretations adds to both the richness of the teaching and learning environment and the quality of the assessment information gathered.

Impact

- Pupils are making the best possible outcomes and progress.
- Pupils show a positive attitude towards their history learning.
- Pupils show coherence and confidence when discussing, questioning, interpreting and sharing ideas
- Pupils think and talk like historians.
- Staff feel confident and excited at planning and delivering the history curriculum.
- History team is proactive in supporting planning, learning and teaching.

This is monitored through:

- Book/ planning monitoring
- Pupil interviews
- Summative assessments
- Analysis of data
- Discussion with Year leaders and teachers

Other relevant documents

- **Teaching and learning policy**
- **Curriculum maps for each year group**
- **Curriculum model**
- **History Big Ideas and Milestones**
- **History LTP**