

## History

### Intent:

At Abbey Hey Primary Academy, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

### Children are taught to become historians by:

- Learning from a curriculum which provides them with an excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- Learning about the concept of chronology, which underpins children's developing sense of a
- Period of time, as well as key concepts such as change and causation.
- Having opportunities to think critically about history and communicate ideas confidently to a range of audiences;
- Having opportunities to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- Taking part in lessons which enable them time to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- Being taught to have respect for historical evidence and the ability to make critical use of it to support their learning and have opportunities to undertake high-quality research across a range of history topics;
- Having opportunities to develop a sense of curiosity about the past and how and why people interpret the past in different ways.

### Implementation:

Our History curriculum is well sequenced and chronological from Nursery to Year 6 with contextual knowledge and understanding as well as procedural enquiry mapped to enable teachers to plan lessons which builds upon prior learning and key concepts which have been taught before.

At the start of a new theme of learning, children are provided with a detailed knowledge organiser which contains key facts, dates and vocabulary that they are expected to master. These are used as a point of reference in the classroom, as a planning tool for the teachers and for parents to support their child's learning at home. They also include the prior learning this current theme will build upon and information about where this learning will lead to next.

Two weeks prior to beginning a new theme of learning, children are given a pre-learning quiz which tests whether the prior learning from previous year groups is secure. If it is not, there is sufficient time to gap fill. The cycle of lessons is carefully planned for progression and depth; challenge questions for pupils to apply their learning in a philosophical and open manner are included and educational visits as well as visiting experts enhance the learning experience further.

At the end of the theme, children are given a low stakes, post learning quiz to demonstrate whether they have mastered the content and procedural learning taught in the unit.

### Impact:

Our History Curriculum is high quality, well sequenced and planned to demonstrate progression. We believe that 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 the following methods:

- A reflection on standards achieved against the planned outcomes;
- Low stakes quizzes
- Pupil's books
- Pupil discussions about their learning