



History Subject Intent Statement

Curious

Caring

Creative

Courageous

Intent

At Archibald First School, we believe that History is a subject that enables children to be **curious** about the world we live in today and how the world has changed overtime. It is a subject that allows children to ask questions and enquire about key historical moments and how they are significant to their lives in the modern day. Because of this, children are able to develop key History skills which allows them to think like an historian or an archaeologist.

Through providing an array of key historical events and influential periods of history, children are able to think critically, use evidence and discuss how they link to their local area and how they have shaped the wider world. At Archibald, our curriculum is based around for key concepts; **Chronology, Change and continuity, Cause and consequence, Significance and Historical evidence.**

As well as the concepts, our curriculum follows closely with the National Curriculum for History. We aim for children to be provided with opportunities that they will cherish throughout their lives. From this, children are able to use these experiences when discussing a topic and enables the children to gain an historical perspective which in turn, facilitates connections between local, regional, national and international history. As well as making links between the cultural, economic, religious and social history and how they have influenced the world today. To help provide children with a variety of opportunities, we use a range of ICT equipment and resources that include artefacts, photos and documents.

By being confident historians, children are able to use their knowledge of the concepts and apply them to make connections, analyse trends and create their own structured accounts.

Through this curriculum, we aim for children to be **curious**, enthusiastic, knowledgeable historians that are confident in themselves and their discoveries.

Our fun and **creative** curriculum engages all children, regardless of their starting points, and entitles them to the same quality of teaching and learning opportunities.

Having fun, learning together.

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Implementation

History is taught through an enquiry based approach which incorporates the historical concepts. Children are introduced to a key question which helps promote curiosity and a clear focus for the children's learning. In order for the children to achieve in becoming an historian, here at Archibald we provide the following:

- History is taught in years 1-4 with two explicit history topics across the academic year.
- In EYFS, History is introduced through the educational programme of 'Understanding the World.' Within this, children are able to talk about the lives of people around them and their roles in society. Know similarities and differences between events in the past and now. Understand the past through settings, characters and events encountered in books that are read in class and storytelling.
- There has been careful consideration of the order that topics are taught to ensure the children can build on their knowledge and skills and utilise the concepts being taught.
- Each half term there is a whole school focus in either history, geography or PSHE. This includes both local and world history.
- Children are provided with opportunities to both work with visitors from around the area and explore historical sites.
- Resources and artefacts are specific to the topic bringing history alive for our pupils. Within this, children are able to show whether artefacts are reliable and why they would use them if they were an historian.
- Progressive vocabulary is introduced and used throughout a range of topics and is intrinsic in everything we teach. This vocabulary is regularly revisited and assessed to ensure long-term understanding.
- Assessment is used through a range of activities to answer the key question that is introduced at the start of the topic. Know it tasks are regularly given to the children to assess their long-term historical knowledge and understanding.
- History at Archibald is accessible for all. Children with SEND have adapted planning where appropriate to ensure they can access the learning and achieve. Our progression documentation ensures that gaps in the children's knowledge are complete before they move forward and enable them to learn at their level of understanding.
- Children with additional needs (SEND, EAL) and those who may be disadvantaged (FSM, PP) are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.
- School trips and visitors to school which enhance each child's learning, understanding and building of cultural capital are accessible to all our children regardless of any additional needs.
- PowerPoints have been created by the subject leader with the class teacher to detail previous learning, links to prior knowledge and skills and regular opportunities for assessment. All resources are included within these to ensure high quality teaching of history from all members of staff.

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Concepts

Through the use of the historical concepts, teachers enable children to make significant progress. By the end of Key Stage 2, children should be able to:

- **Chronology, Change and Continuity** – Children will use prior knowledge from earlier years to discuss and analyse timelines. Children are able to discuss other historic periods and know that there are other historic events occurring at the same time. Children are also introduced to the term pace and explore how periods of time evolved in different ways. Furthermore, children are then questioning themselves on why change needs to occur.
- **Significance** – In Key Stage 1, children will explore different people and events within a historic period of time and will be able to discuss why they are significant. In Key Stage 2, children are to express their own opinions on whether a part of history is significant; creating room for discussion with peers about the impact on modern day life.
- **Using evidence**- Children in Key Stage 1 children will explore sources of evidence through artefacts, images, stories and photographs. Children will use this alongside their inference skills to determine what life was like in the past. In Key Stage 2, the children will form their own opinions about conflicting sources of evidence through debate with peers and research. They will take into account whether primary and secondary sources of evidence is biased, reliable or unreliable.
- **Cause and Consequence**- Children will look at different events across history and the consequences and impact they had on both life at the time and today. In Key Stage 2, children will be able to look at different levels of impact and use their own initiative to decide which causes are and were more important.

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Impact

By providing children with a range of opportunities and using an enquiry-based approach, children that leave Archibald First School are **curious** and **courageous** historians that have a range of knowledge and skills that allows them to thrive for the future.

The concepts studied throughout their time at Archibald enable them to think like historians and link their learning to their local area and beyond. This is significant in developing their understanding of the world in which they live today and how it has developed over time. Our children will leave Archibald **caring** about their world and the impact they can have on it. Through the use of the concepts and the National Curriculum, children become well rounded, successful historians that implement the skills they have learned into the wider curriculum and other subjects.

As teachers, we aim to continually provide opportunities for deepening understanding, broadening vocabulary and fostering a love for history by providing opportunities for our children to explore key people, events and periods of time.

The impact of History at Archibald is shown in a variety of ways. Each year group has a floor book with detailed discussions and practical activities that have taken place during lessons and trips. They are a fantastic tool within lessons to look back at their prior learning and support the children's long-term understanding. Pupil voice is conducted each academic year to gather comments from the children about what they have learned, what they enjoy and feedback about their learning. This is used to inform future planning and teaching to ensure we are meeting the needs of our learners. During each half term, know it tasks are carried out to assess the long-term knowledge and understanding of key concepts and skills. This information is used to plug key gaps in children's knowledge.

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