

History

Curriculum Intent

A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Heritage School

Clifford Road Primary is a Heritage School, recognised by Historic England. The aim of the Heritage Schools programme is to make sure that:

- ✓ Children develop a sense of pride in where they live
- ✓ Children understand their local heritage and how it relates to the national story
- ✓ Teachers are more confident in making effective use of local heritage resources in delivering the curriculum
- ✓ Local historic context is embedded in the school's curriculum
- ✓ Heritage providers are more connected to the needs of local schools
- ✓ Parents are engaged in their children's learning
- ✓ Communities are more deeply involved in the life of the school

At Clifford Road Primary the history curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. The development and progression of skills and knowledge identifies the learning about to happen, and a summary of what has already been learned. These retrieval links help teachers remind pupils of their previous learning as well as identifying what personal knowledge they bring to the new learning. The knowledge and skills are organised as follows:

- Chronological Knowledge
- Historical terms
- Historical Enquiry
- Interpretation of History

The aim is that the children master subject-specific knowledge and build skills as a by-product.

Curriculum Implementation

The history curriculum is taught so that lessons are effortful, and provoke curiosity and enquiry. The curriculum is designed so that the children will revisit and build on historical skills and knowledge in order to embed and deepen understanding.

The programme of study is organised with each year group studying two or three topics over the course of a year. The units have key learning questions identified. To create continuity and progression, the topics are themed to cover:

In Key Stage One:

- History within living memory
- Beyond living memory
- Significant people or events
- History of the locality

In Key Stage Two:

- British history between Stone Age and 1066
- Study of an aspect or theme in British History that extends knowledge beyond 1066
- Early and ancient civilisations
- Local history

Teachers will use a range of teaching methods and resources to structure the learning paths, including trips, visits, drama, nonfiction sources, artefacts, videos and visitors. Full teaching sequences are detailed within the medium term plans.

Teachers should liaise with the subject leader to organise trips and visits. Teaching staff must use the medium term plans on the school network: T:\1 Curriculum Areas\History. The planning identifies wider curriculum links.

The history topics and key learning questions are available on the school's website:
www.cliffordroadschool.org.uk/history/

Enriching the history curriculum:

By including enrichment activities, we give the children opportunities to access their learnt knowledge, thereby helping the knowledge 'stick'.

The school works in partnership with Suffolk Archives, Ipswich and Colchester Museums and Historic England to help deliver the history curriculum and its aims. The School uses its Air Raid Shelter Museum as a hands on resource – enabling children to understand historical concepts and how history is interpreted, as well as what is involved in running a museum. The children have the opportunity to work towards the Explore Arts Award with some of the enrichment projects. The study of history is further enhanced through trips to places of historical interest and visits from organisations such as History off the page.

Curriculum Impact

The School's history curriculum is high quality, carefully designed and is planned to demonstrate progression and build on and embed skills and knowledge. Progress is defined by the children knowing more and remembering more. We measure this through the following methods:

- What we observe - learning walks and drop ins
- What the pupils say - Pupil discussions/interviews with pupils about their learning
- What the children produce - pupil outcomes

The process will also include:

- Reflective discussions with staff and feedback;
- A reflection on standards achieved against the planned outcomes.