



History Curriculum



Intent, Implementation, Impact

INTENT

At Hazelbury Bryan Primary we have a curriculum that suits all needs and abilities. Lessons are sequenced to help ensure that they have progressively covered the skills and concepts required in the National Curriculum. We aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. The coverage of history in KS1 enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. The curriculum can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time. The intent in lower KS2 is that children can work in chronological order from ancient history such as 'Ancient Egypt' and then progress onto more modern history such as 'The Railways'. Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Early Islamic Civilisations' and 'Stone Age' through to more modern history such as 'World War II' and 'Leisure and Entertainment'. The repetition in KS2, of chronological order from ancient to modern, allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

IMPLEMENTATION

In order for children to know and understand more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This process will be ongoing in order to allow for this revision to become part of good practice and to help build a depth to children's historical understanding. Children need to be equipped with the processes (both skills and "second order" concepts) in order to become historians. We will ensure that researching and communicating findings progress alongside concepts of change, continuity, causation, consequence, similarity, difference and significance. Through revisiting and consolidating these processes, children will build on prior knowledge to develop new skills and challenges. Teachers will consider the needs and interests of each cohort to ensure they are planning learning experiences that will enable the children to learn skills and knowledge that will enthuse and help them to understand more securely at the appropriate level.

IMPACT

Historical technical vocabulary will be displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of History-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that History is loved by teachers and pupils across school, therefore encouraging them to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, mind maps and summative assessments aimed at targeting next steps in learning.

