

HISTORY



OUR INTENT

We aim to provide a broader understanding of the world that the children live in today, as well as that which has come before them, ensuring that all of our pupils have the opportunities to recognise and identify with the world and their own cultural heritage around them. Our curriculum gives all children the opportunity to investigate and enquire into their world.

Beginning in Key Stage One, children will have chances to look into significant events that have effected Britain and also significant figures that have shaped it. Effective questioning is key to the children developing their knowledge of their home and understanding how the past has shaped the present. This continues further on in Key Stage Two as children begin exploring the wider world and its history. Within each year group, history units are taught in order of occurrence to give the children exposure of chronology. Children will utilise this when they come to exploring new units of history (particularly the ancient civilisations) as they can explore how one reign of events may have inspired another.

At Kings Road, we ensure that children are exposed to a range of memorable experiences that tie into their history based topics. These are designed to broaden children's knowledge and to elicit excitement for their learning. All opportunities are orchestrated to ensure that learning is accessible for all children, regardless of ability or background. Pupils are given opportunities to be able to research freely using a wide range of reading material and practical resources, specifically identified to meet the needs of all readers across the school. Through this, all children are able to communicate their own discoveries with others and are able to recognise where their questions are being answered and where they may need to research further. At Kings Road, we intend for our pupils to become 'Learners for Life' and with the effective enquiry skills, we are ensuring that they are prepared for more than just the next stage in their education.

IMPLEMENTATION

All historical learning for each year group is taught within one set term, in line with our new curriculum plan. Within

a term, learning is set on a chronological basis to allow for progression to be seen throughout the term. Key skills created based on the National Curriculum have been set for each year group, and a skills progression document is used to track the children's intended development over time. Skills taught in each year group build on the ones taught previously to the children, and the expectation for them to explore these skills at a more challenging level is encouraged. Understanding of these skills is tracked on a year by year basis, and before the unit is taught the following year to a new cohort, it is analysed by teachers to decipher effectiveness. Conversations in line with the subject lead can support best practice and quality first teaching, should teachers feel the need for additional support.

IMPACT

Our curriculum for History encourages children to be more curious about both their own history and that of their locality. We should see children actively engaged within History lessons, asking questions to further their understanding and challenging what they may not understand. In History, we often ask the important question of: why? We hope that children should show confidence in being able to think for themselves, giving reasons to justify and support their predictions of why something occurred and will, by the end of Year 6, be able to open this debate up with their peers and supporting adults. We want children at Kings Road to be 'Learners for Life' and for children to do this, we hope in History to see them be prepared to ask questions to unlock the bigger picture. We also hope that through our curriculum, where opportunities are given for children to explore individuals of a range of ethnicities that reflect our diverse world, that by the end of the Year 6, children are more aware and appreciative of these individuals in the wider world who have contributed greatly towards change. Through this, we hope that children can be inspired by individuals reflected through their own ethnicities and will think ahead to their own futures in how they could each inspire change in their own ways.