

"Living life in all its Fullness"  
(John 10.10)

## History

### Intent

At St. Margaret's at Hasbury, we believe that our history curriculum should not only provide children with substantive knowledge about past achievements and events in British and world history but also provide an understanding of the key historical concepts that have shaped our thinking about the society in which we live. History enables children to develop a context for their growing sense of identity, enabling children to make links through their learning about the past and their own lives deepens their understanding. What children learn through history can influence their decisions about personal choices, attitudes and values. Our 'broad and balanced' history curriculum has been designed to foster a sense of curiosity while deepening children's cultural literacy. Through historical enquiry and a focus on the 'big question' children have more opportunities to confidently and independently formulate their own opinions and offer their interpretations about the past from a knowledge rich base.

### Implementation

All units of work are planned for staff so that teachers can focus on enriching the cultural capital of our children and purposeful delivery of the curriculum with no time restraints. Teaching and learning in each unit will start by revisiting prior knowledge. Children will be asked at the beginning of each new unit where these events sit within the chronological framework of their year group and Key Stage so that children can put their learning into context within a wider historical perspective. Learning will be supported through the use of knowledge organisers that aid children in the acquisition and retention of key facts and dates, significant people or places and vocabulary. Knowledge organisers are used for pre-teaching, to support home learning, as a bridge of communication between school and home and as a part of weekly and termly review. Working walls in every classroom will mirror knowledge organisers but will also be used to highlight questions that have arisen and indicate the progress that is being made through a unit of study as it is added to over a sequence of lessons. Planned activities will take on a range of structures to whole class, group, paired or individual. Weekly and termly curriculum quizzes are used to review prior learning and assess that children know more and remember more. Every class will have a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities and to further support and deepen their knowledge and understanding. Where possible, children will handle artefacts and use these sources to explore and investigate the past. History assessment is undertaken at the end of each unit of study. Children answer the 'big question' that has driven the line of historical enquiry throughout the sequence of lessons from their perspective and understanding, countering previously held views when appropriate.

### Impact

Children will:

- know more, remember more and understand more about history.
- develop greater resilience in dealing with new knowledge by making links to what is well established
- demonstrate an ability to ask perceptive, emotionally intelligent questions
- demonstrate an ability to think independently and critically
- demonstrate an ability to weigh evidence, sift arguments, develop perspective and judgement