

## History curriculum intent

At Birklands Primary School, we believe that developing:

- Independent learners
- Creative thinkers
- Socially confident and responsible citizens
- Cultural knowledge

will provide our pupils with the positive powers to make a difference in their lives and break the cycle of deprivation.

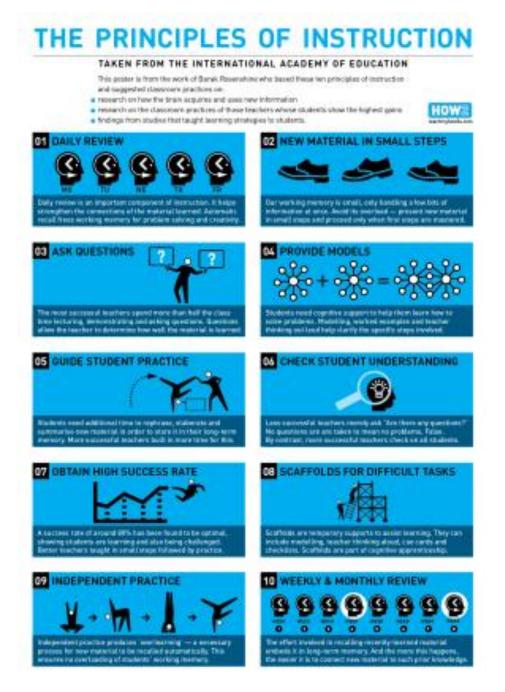
The impact of this is that through the teaching and learning of History we:

- Develop and nurture curiosity and inquisitiveness by posing each theme/ lesson as a question.
- Provide all children with opportunities to develop a deep understanding of the world around them, acquiring specific skills and knowledge to help them to think like an historian.
- Develop rational thinking and encourage children to not just accept things, the need for evidence is key.
- Encourage creative thinkers when researching, investigating, exploring and experimenting possible answers/solutions to the question.
- Ensure that all lessons are interactive, encouraging peer talk, investigation and questioning preconceptions.
- Raising aspirations by immersing children in new knowledge and experiences, showing them that this subject opens up opportunities to a multitude of careers they may not have previously considered.
- Develop determination, resilience, self-motivation and reflective thinking by actively highlighting how historians approach their work and research
- Ensure that knowledge and research is linked to wider understanding of the impact historical events/ people have had on society/culture/ people today.

As a school, we have agreed that History coverage will be taught as a block unit of work to enable deeper thinking and broader understanding. Our history curriculum will provide excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in local/ national/ international pasts. We have devised a history scheme that intertwines knowledge, skills and vocabulary specific to history and that each unit builds on the previous. We feel that by not always following the suggested themes of the National Curriculum for History, we are allowing our children to be more ambitious. This is because our cliental have little life experiences so we have made our current themes taught in a two year cycle, more relevant to the children. This then allows our children to think more about the impact of these events, making them think like a historians.



Units of work and lessons are planned and delivered in accordance with Rosenshine's principles of instruction. The knowledge should therefore be memorable and transferable.



As a school, it has been agreed that each lesson will begin with a recap activity linked to prior learning. By interweaving prior knowledge, we aim to ensure that the learning becomes embedded.

Within each unit of work, it has been agreed that there will be a cross-curricular link with the text used, as part of the book journal approach, in English. This enables



opportunities for deepening knowledge and writing at length in other areas of the curriculum.

Each unit of work, within History poses questions that throughout their independent learning the children have to respond to. This will develop a sense of curiosity about the past and how and why people interpret the past in different ways. Children will be required to answer the posed question through a final product / post assessment.

Throughout each topic, we support our pupils progress and application of historical inquiry skills, asking perceptive questions, thinking critically, sift through arguments and develop perspectives and judgements.

Our History curriculum encourages our pupils to become more analytical when studying historical evidence. Staff use probing questions to ensure children can articulate and develop their independent thinking.

Throughout our history curriculum all groups of learners are encouraged to work collaboratively. Peer talk is used to support, evaluate and challenge their own and others' views. Debates and discussions are actively encouraged to evaluate the past by formulating / refining questions and lines of enquiry. To inspire this, each class has a display of key vocabulary that is on show and referred to throughout lessons and staff will ensure that pupils are encouraged to actively use this.

Units of work and lessons will use artefacts to develop historical understanding and encourage the use of vocabulary. In accordance with the History Association, children respond to what they can see, hear, touch and smell. Handling artefacts gives them the opportunity to engage with all their senses and invites discoverybased learning and enquiry. Children can develop their classification skills by grouping and sorting artefacts by size, colour, weight and shape. Placing the objects in chronological order on a time-line will develop early sequencing skills. Focused questions will help the children engage with what they see: what does this object remind you of? What do you think it is made from? Who might have used it? Is it handmade or machine made? Does it have any marks? What might they mean? This type of questioning will encourage discussion and develop key communication and vocabulary.

With formative assessment, classroom feedback and support, children are encouraged to move forward in their historical knowledge and understanding. Misconceptions are addressed throughout the unit of work and lesson using skilled questioning, pre and post assessment, enabling children to make good progress.