



History Curriculum Statement

Our C.L.E.A.R curriculum drivers are:

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| CARE | We treat each other and property with respect
We keep ourselves physically and emotionally safe and healthy |
| LEARN | We know learning helps us grow by doing and knowing more
We learn and challenge ourselves in different ways to reach our goals |
| ENGAGE | We value and enjoy all learning opportunities and experiences
We are proactive members of our learning communities |
| ACHIEVE | We set high expectations of ourselves and always give our best
We take pride in all we do and celebrate all our efforts |
| REFLECT | We embrace our next-steps in learning
We find ways and seek to do things better next time |

Our curriculum is implemented through;

An EPIC approach to learning;

- Enquiry-led - children are active partners in their learning.
- Purposeful - learning is meaningful and there is an end goal.
- Innovative - learning is personalised to meet children's needs.
- Challenging - the pitch, pace and standards of learning are right for each individual child.

Curriculum Intentions

At Foxhills, we aim for our children to become proficient Historians. A proficient historian will be able to investigate and interpret evidence, have an understanding of chronology, and an ability to sequence events. Our curriculum teaches children historical vocabulary, how to compare and contrast, as well as how to make connections. Our curriculum identifies the crucial knowledge (content) all children must acquire; to enable them to meet the milestones for the end of Early Years Foundation Stage and Key Stage One in History.

Our historical concepts are:

- Investigating and Interpreting Evidence
- Chronology
- Connections in World History

At Foxhills, the characteristics of an effective Historian are:

- A developing awareness of the past and understanding of chronology.
- An ability to recall features and details of significant events.
- An ability to investigate achievements of significant individuals and their contributions to society.
- An ability to make connections and comparisons between events, individuals and time periods.
- An appreciation for life in different time periods.
- An appreciation of the past and how this has affected the present.
- An ability to determine and describe an event or an individual's significance.
- An ability to ask and answer questions using their knowledge about significant individuals and events.
- An ability to reason using sources and cause and effect.
- An ability to explore representations of the past (sources of evidence) and justify levels of validity and reliability.

Curriculum Implementation

How is the history curriculum organised and how does it progress?

The history curriculum begins with the concept of Investigating and Interpreting Evidence for children in our Early Years Foundation Stage (EYFS) . This is because children of this age and developmental stage are naturally curious, and starting school for the first time exposes them to a new environment, new people, new experiences and opportunities to discover. Whilst absorbing new surroundings, exploring and investigating, children will naturally gather new information. Adults support children to interpret this information and encourage them to talk about what they have found out, what they have learnt, and what they have understood. As the autumn term progresses, adults support children to ask questions and challenge what they have discovered. Opportunities to learn in these ways prepare children to think like a historian, and as the year progresses, adults draw on this knowledge and support children to use it as a skill in lessons about knowledge and understanding of the world. During the spring term, children learn the concept of chronology through comparing their own lives to those of others. This includes lives of close relatives, older family members and the lives of people in communities, both from different localities and from the past. Chronology has been placed here because children are forming a better understanding of themselves and their place within the world. Learning about chronology and the lives of others, supports the development of empathy and compassion and reinforces the notion that everyone matters. At this point within the year, we are moving children away from their natural ego centricity and supporting them to appreciate other cultures and generations. Throughout the summer term, children have the opportunity to revisit these concepts further, practising and developing their understanding, and are supported to make connections in preparation for year one.

As children move to Year One, they continue to learn the concept of chronology for the duration of the autumn term. This builds on from what they have learnt in EYFS as they use timelines to sequence dates and events, develop their understanding of the concept of the 'past', and explore changes within living memory. Chronology is chosen as the first concept because it is still essential that children are given the opportunity to learn about their place in the world and the lives of others. During this concept, children are taught how to make connections between the past and their own lives as this further reinforces the development of appreciation and significance; the characteristics of an effective historian. During Spring 1, children investigate and interpret a range of evidence. To assist with this, they are taught to critically engage with sources of evidence and

consider reliability and validity. This has been placed in the spring term to enable children to build on the knowledge and skills they have developed so far, and to improve their skills in debating, reasoning, examining and evaluating. During the summer term, the children will have the opportunity to make connections in world history as they explore a second significant individual and events beyond living memory. This sequencing allows children to apply their learning from EYFS as well as learning from the autumn and spring term, as they have the opportunity to investigate a range of contexts, utilise their learning about chronology and sources of evidence, to make connections and draw conclusions.

In Year Two, curriculum sequencing begins with significant individuals and events beyond living memory which provides an opportunity for children to consolidate what they have learnt the term before, whilst concurrently revisiting chronology as part of the learning journey. Task design in Year Two supports children to apply their knowledge as skills; tasks focus on children identifying similarities and differences as well as gathering evidence, drawing conclusions, reasoning and debating. During the spring term children are provided with the chance to engage with a local area of study, as they investigate significant events beyond living memory. Through this concept they delve deeper into the ways that sources of evidence are represented and used to deduce about the past. They learn the knowledge needed to retain features of events, and there are opportunities for them to make connections between events in the past and events today. Children will further deepen their understanding of reliability and validity as they compare and contrast historical sources against an established criteria. By the summer term, learning tasks enable children to research and gain information, construct chronologies, and develop their understanding of the past, the ways in which things have changed, and how they have been influenced by both people and events. The sequencing of the curriculum in the spring and summer term all serves to support children acquire the characteristics of an effective historian.

How are tasks designed?

In order to make learning meaningful, our historical concepts are taught through topics. During each topic, children have the opportunity to learn new information, the opportunity to practise using that information in different ways; to link ideas, to connect knowledge, to compare and to reason, before moving onto applying new knowledge/information in a range of contexts. Despite a topic based approach, the discipline of history is preserved, because teachers are very clear about the characteristics of effective learning in history. These are shared with children in accessible ways, every time the children learn history knowledge/content. This supports children in knowing what it 'looks like' to be proficient in history, and to think and learn like a historian.

In History, tasks make children verbalise and discuss their findings and thoughts, using a range of historical vocabulary they have learnt. Teachers design tasks which enable children to investigate and interpret sources of evidence, and evaluate and determine reliability, accuracy and validity. This is important because, explaining thinking, demonstrating understanding and reasoning, helps children to know more and connect ideas. 'Hooks' are used to engage all children, and are chosen based on what children have learnt before and the extent of their knowledge and understanding of a certain topic or concept. Children's written work demonstrates how children apply their knowledge and understanding, and how knowledge is used as skills.

Typically, learning in History takes the form of:

- Investigating artefacts
- Investigating a range of other sources, such as text-based or video-based sources
- Constructing timelines of dates and events to develop a chronological understanding
- Debate and discussion regarding key questions
- Recording of information gained or questions posed

- Making connections and links
- Exploration and using prior learning in a new context
- Reasoning tasks, both verbal and written

Which skills or knowledge can children not access the rest of the curriculum without?

History learning strengthens children's abilities to collect evidence from a range of sources, including but not limited to; first hand observation, and visual and textual sources, such as books, stories, photographs, or videos. History learning also develops the skill of exploring connections and making links. It also encourages opportunities for talking, debating, sharing thoughts, ideas and feelings, and using evidence to justify and reason. As a consequence, children's critical thinking is promoted, and all of these skills can be applied in reading, geography, science, spoken language, and RE.

What does History look like across the curriculum?

Children who are proficient in history, will be able to retrieve key information, make connections, discuss changes and understand significance. These skills are promoted through the curriculum and in other subjects, especially; geography, science, maths, RE, RSHE, and English.

Retrieval tasks assist children in strengthening their long term memory. They encourage children to draw on schemas they have previously formed, therefore supporting them in making connections between then and now.

Provision for SEND and Greater Depth

All children are taught about the past and its effect on the present, through history teaching. There is a strong focus on teaching history vocabulary as this supports all children in accessing and understanding knowledge. The school has identified the crucial knowledge that all children must acquire and presents this knowledge in different ways to support acquisition for individuals.

Effective provision for pupils with SEND includes; quality first teaching based on accurate assessment of learning, pre-teaching of crucial knowledge, careful mixed-ability pairings to enable pupils to learn from one another, adult support, support to access vocabulary and dual coding in sources of knowledge. At Foxhills, we believe that every pupil, regardless of their background, can achieve mastery in History. Knowledge organisers are presented in ways to help children commit key knowledge to memory. Resources/real life objects and experiences help children to understand abstract concepts. Children who are working at greater depth are challenged by tasks which promote deeper connection-making and critical thinking. They are asked to reason and justify with evidence and explore concepts in more abstract forms; typically, prove it tasks. Assessment for learning is used in lessons and between lessons to ensure tasks are appropriately pitched.

Curriculum Impact

A child who has acquired the crucial knowledge and developed proficiency in History, will demonstrate the characteristics of effective learning:

Foxhills Infant School

