

History Curriculum

Intent, Implementation, Impact



With our children at the heart of our school we aim to provide:

- An inclusive environment where all children thrive and feel safe
- A broad and rich curriculum where our children can explore their thoughts, feelings and ideas.
- A curriculum which provides the breadth and depth for our children to develop as a whole child.
- A curriculum which is enhanced by other experiences to widen our children's knowledge

Curriculum Intent	Curriculum Implementation	Curriculum Impact
<p>Through our History curriculum we aim to</p> <ul style="list-style-type: none"> • Instil a love of history in all our children • Equip our children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Provide an interesting and varied curriculum which engages and intrigues our children whilst meeting the needs of all backgrounds, cultures and abilities • Teach our children about historical events and famous historical figures, some of which have shaped the world today • Make links with other subjects where appropriate • Provide multi-sensory experiences to enhance learning • Develop an awareness of chronology <p>Through our study of the National Curriculum, we aim to ensure our children</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: • how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	<p>At Reigate Park Primary Academy, History is taught as discrete lessons within the Curriculum Maestro Project for that half term.</p> <p>The teaching of History can take place in any of the four phases within each project:</p> <p>Engage Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning.</p> <p>Develop Develop is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.</p> <p>Innovate Innovate is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts.</p> <p>The Innovate stage poses a thematic problem, challenge, provocation or scenario that requires children to think creatively whilst applying, reflecting and revisiting what they</p>	<p>Children will demonstrate their skills and knowledge as Historians through discussion and written work.</p> <p>Through reading age appropriate specifically selected texts, our children are exposed to the historical knowledge that they will need to become enthusiastic historians.</p> <p>We assess the pupils' knowledge through:</p> <ul style="list-style-type: none"> • Pupil discussion • Evidence in pupil books • Assessment against planned learning outcomes.

<ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>have learnt in previous stages, in a real-life or imaginary context. Each provocation has a learning pathway which is laid out in the style of a board game in the projects.</p> <p>Sometimes, the Innovate stage introduces the children to a new skill or requires further research.</p> <p>Express Express gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.</p> <p>Cross-curricular outcomes in History are planned for, with strong links made between History and Literacy lessons.</p> <p>Learning Environment</p> <p>Every classroom has a working wall which highlights key learning points from the project . This is taken from the knowledge organiser from the project and supplemented with key vocabulary and pieces of children's work.</p>	
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