





History

Curriculum Rationale



History Rationale

	Intent		Implementation		Impact
 <p>Alignment to National Curriculum</p>	<p>Within both Key Stage 1 and 2, the history units pupils cover are aligned to the National Curriculum statutory requirements for history by:</p> <ul style="list-style-type: none"> • following a carefully constructed and intentional curriculum design architecture to develop a chronological understanding of British, local, and world history • require pupils to analyse connections, contrasts, and trends over time • presenting and highlighting historical language through key vocabulary and key terms • addressing and devising questions on change, cause, similarity and difference, and significance through the mapped out disciplinary concepts • constructing responses on historical information through lesson tasks and pupils' enquiry question responses • analysing a range of sources within lesson tasks and understanding how these have constructed our knowledge of the past. 	 <p>Pedagogical Approaches</p>	<p>At Holy Spirit Catholic Academy we use My Mastery Ark Curriculum Plus to teach our history curriculum. Our history curriculum is approached through an overall enquiry question which allows the substantive and disciplinary concepts to be explored. The enquiry question provides a focus for each unit with lessons sequenced to provide pupils with the knowledge and skills to plan and create successful responses in answering the enquiry question at the end of each unit.</p> <p>All lessons allow pupils to revisit prior knowledge, encourage retrieval practice, learn new knowledge and make links in their learning.</p>	 <p>Approach to Assessment</p>	<p>Summative assessment is completed at the end of each history topic linked to the enquiry question to demonstrate pupils understanding of their new knowledge.</p>

 <p>End Points</p>	<p>Pupils become highly skilled historians. They have a coherent knowledge and understanding of the past. They use higher order thinking to critically analyse sources and information and make judgements both on the successes and follies of mankind. They understand how civilisations, leaders and historical periods shaped the world we live in today. Children have the knowledge, skills and concepts needed to be successful in future learning and employment</p>	 <p>Teachers' Expert Knowledge</p>	<p>Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow children to integrate new knowledge into larger concepts. A range of techniques are used to support children to retain new facts and vocabulary in their long term memory.</p>	 <p>Performance Data</p>	<p>Teachers monitor attainment to ensure pupils are working within the expectations for their year group.</p>
 <p>Sequencing</p>	<p>The history curriculum is carefully sequenced so that all pupils leave primary school equipped with an understanding of the past that paves the way for their future. Throughout their journey in history, pupils will acquire a breadth of knowledge: of places and people, and significant events through time.</p>	 <p>Promoting Discussion and Understanding</p>	<p>Pupils are given opportunities to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspectives.</p> <p>Pupils learn to communicate historical findings in a sequenced, coherent manner both in verbal and written form.</p>	 <p>Pupils' Work</p>	<p>Pupils have workbooks linked to the history topic they are studying. The workbooks are sequential and contain a range of activities to support pupils learning in each lesson. Pupils receive feedback linked to the</p>
 <p>Addressing Social Disadvantage</p>	<p>All children, particularly the most disadvantaged and those with special educational needs/disabilities gain the knowledge and skills they need to succeed in life. Quality first teaching ensures children make excellent progress in learning.</p>	 <p>Knowing More and Remembering More</p>	<p>Each topic allows children to acquire substantive knowledge to engage in historical enquiry which exposes pupils to key questions and gives them the opportunity to ask their own questions.</p>	 <p>Talking to Pupils</p>	

			<p>Alongside this knowledge, pupils are given the opportunity to develop disciplinary knowledge: cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence, and historical interpretation. Historical concepts provide the structure that shapes the practice of history. These will be revisited multiple times throughout the year and progress across year groups.</p> <p>Children remember in the long term the content they have been taught and can integrate new knowledge into larger concepts.</p>		
 <p>Local Context</p>	<p>With clear historical perspective pupils will be empowered to be active global citizens: 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>	 <p>Teacher Assessment</p>	<p>Teacher assessment is ongoing throughout each lesson to deepen pupil's understanding and address any misconceptions.</p> <p>At the end of each topic pupils are assessed using the enquiry question.</p>	<p style="text-align: center;">Links/References</p> <p>https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf</p> <p>https://www.oxfordowl.co.uk/welcome-back/for-school-back/tar/history-mastery-menu/home--34</p>	

