



# LIFTON PRIMARY SCHOOL

## Statement of Intent for History

### Intent

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

As a result of this they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

At Lifton School we have identified key intentions that drive our History curriculum.

### **Why do we teach History? Why do we teach it in the way we do?**

History intends to prepare each pupil with the next step in education whilst at the same time giving all pupils a broad and balanced view of the history of Britain and societies and a particular period of time in history or a person's life. Pupils will develop knowledge of the past and its event, with intention to improve every pupil's cultural capital, understanding of the world around them and their own heritage. At Lifton we have designed our curriculum with the intent that children will:

- Become increasingly critical and analytical thinkers.
- Have a clear understanding of the chronology of the British Isles and other areas of the world.
- To discover links and connections to the History they learn and the wider community and locality.
- Further their knowledge and explanations of change and continuity over time in the history of the British Isles and other areas of the world.

- Differentiate between source types and explain how interpretations of History may differ.
- Draw on similarities and differences within periods of history and across previously taught History.
- Enquire into historical themed questions and form their own opinions and interpretation of the past.

## **Implementation**

### **Knowledge Organisers**

Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.

### **Knowledge Walls**

When teaching History, learning walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History, British Values and SMSC, and enable pupils to make links across the wider curriculum.

### **Provision in EYFS**

Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension. The provision develops an understanding of the past, present and the differences between the two.

### **Books**

Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area.

### **Use of artefacts**

Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhances the children's historical knowledge, understanding and skills.

### **Use of sources / bias**

We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

### **Outdoor learning**

We recognise that children learn in a variety of ways, and so where appropriate, children will learn History outside the classroom.

## **Approaches to teaching**

A wide variety of teaching approaches are used in History lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, and individual learning in history lessons.

## **Consistent teaching sequence**

History lessons follow a clear and consistent teaching sequence. This includes, placing History in a chronological context of previous learning, using the class timeline, a brief review of learning covered in previous lesson/s, specification of key vocabulary to be used and its meaning, Historical enquiry using a variety of sources and / or artefacts, pupil's interpretation of their findings and communicating their historical knowledge and understanding appropriately.

## **Learning environment**

The learning environment ensures that children develop their historical knowledge, and continue to know more and remember more. Knowledge walls and class timelines are key drivers to this.

## **Research:**

Children research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in History.

## **Basic skills -**

English, Maths and ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.

## **Cultural Capital -**

We plan visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to History. We recognise that to have impact, cultural capital must be clearly linked to the statutory historical knowledge to be acquired and this provides the opportunity for children to better understand or apply what they already know.

## **Impact**

Children will become increasingly critical and analytical within their thinking. Making informed choices based on their knowledge of the past. Children will become increasingly aware of how historical events have shaped the world that they currently live in. They will also have a good understanding of History on a local level and on a small scale. Children will develop enquiry skills to pursue their own interests within a topic and further questioning. Where and when possible

children will have encountered or participated in high quality visits to further appreciate the impact of history. Children will be able to retain prior learning and make connections between what they have previously learned and what they are currently learning.