



Implementation

History is taught each term and is taught through an enquiry led approach. Teachers carefully plan sequences of lessons across a unit that will build on and develop the children's substantive knowledge, understanding of historical disciplinary concepts and skills. The unit enquiry questions are challenging; incremental development of knowledge and conceptual understanding builds towards answering these each term. Each lesson, the children will be encouraged to ask themselves 'What am I learning today that will help me answer the half term's enquiry question?' Each unit is underpinned by a knowledge organiser that ensures curriculum content is rich in substantive knowledge and ambitious vocabulary. As the children visit and revisit disciplinary concepts, they will be encouraged to reflect back on where they have met these concepts in their previous learning and make links to their current learning. These concepts include:

Chronology: how the past fits together through time: scale, interval, duration and concurrence including those groups that interacted with each other.

Continuity and change (or similarities and differences): the changes that were made over time or things that stayed the same like housing, society or beliefs

Cause and effect: understanding what caused events to happen and the impact they had - knowing that events might have had more than one cause and/or effect

Significance and interpretation: understanding the significance of certain periods, people and events and why they were significant including their influence at the time or subsequently; interpretation is how we view these things and what causes us to view them that way - what evidence do we have of it?

Historical enquiry - trying to find an answer to a question(s) or a response to a statement that gives us a satisfactory conclusion using a range of evidence, logic and reasoning

Source analysis: asking questions, investigating, understanding the different types of sources, their effectiveness and the ability to question them in terms of bias and reliability etc.

We use the National Curriculum scheme of work as the basis for our planning in history, but we have adapted this to our local context. Our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time, progressing through the curriculum from local, to British and world history. In KS1, they will start by learning about chronology through events from their own past and their families past. They will then learn about people and events from their locality. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary, such as 'evidence', 'explorer' and 'artefact'. In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across the periods they study, begin to identify trends over time and

develop the appropriate use of historical terms such as 'ancient' and 'civilisation'. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and use a historically grounded understanding of abstract terms such as 'empire' or 'democracy'.

Though their time at Milton Road, the children will develop a strong overall narrative of the taught curriculum. They will also develop an internal narrative of different lives, periods and events they have studied. We want our children to be able to distinguish between history as the past (i.e. everything that happened in the past) and history as the many narratives of the past, the different stories different people have told at different times about the past. It is essential that the stories are representative of the children in the school and provides an accurate representation of the past. The children will be presented with positive role models that they can relate to and see their histories and heritages presented. Our curriculum offer will inspire pupils' curiosity to know about the past by allowing them to see their own heritages represented in what they are learning.

To help the children be able to reflect on their learning and see what they will learn in the future, our curriculum map will literally take the form of a map, which children will be equipped with throughout their time at the school. On the map will be 50 key objects, people or places that are key to our local area's history and identity. Children will use these as a checklist for their learning, in a manner akin to the National Trust's 50 things to do between the ages of 4 and 11. There will be 7 objects/people or places for each year group = 49 + a bonus 50th which is a Victorian desk in the school that came from the old Milton Road School. Not only will these objects tell a narrative of the history of their local community, but they will offer opportunities to examine artefacts and develop the children's interpretation and enquiry skills.