

Intent

At Milton Ernest C of E Primary School history education should be fully inclusive to every child. History matters to everyone: understanding our past helps us to understand what makes us human. Our aims are to fulfil the requirements of the National Curriculum for history, providing opportunities for all children to access the curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history.

Furthermore, we will inspire pupils to demonstrate a curiosity to ask questions about history that will provide the *firm foundations* for further education and begin to develop a fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and chronological understanding of Britain's past and that of the wider world (The 2014 Primary National Curriculum in England). Pupils will develop *substantive knowledge* (knowledge about the past) and *disciplinary knowledge* (knowledge of how historians investigate the past and how they construct claims, arguments and account), promoting reasoning and inference to develop debating skills both verbally and in written form.

History teaching at Milton Ernest C of E Primary School follows the Kapow Primary Schools Scheme and has a wide application to everyday life, teaching the children to have the confidence to aim high, so that they enjoy learning about the past and to have a better understanding of the society in which they live.

The aims of teaching history in our school are:

- to inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events and individuals in British history and to appreciate how things have changed over time;
- to make progress in history through building on prior core knowledge 'substantive knowledge' and developing their knowledge of how historians investigate the past, considering
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- claims, arguments and accounts which is described as 'disciplinary knowledge'.
- to develop a sense of chronology;



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- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Implementation:

Using Kapow Primary History Scheme we ensure high standards of teaching and learning in history, we implement a curriculum that progressive throughout the whole school. History. At Milton Ernest C of E Primary School, we ensure that history has the same importance given to it as the core subjects, as we continue to recognise that all our students have unique potentials.

The History curriculum at Milton Ernest C of E Primary School is based on the Kapow Primary History Scheme, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. We also focus on essential vocabulary and concepts.

When teaching history, the teachers should ensure their learning is engaging, broad and balanced. History teaching focuses on enabling children to think critically. A variety of teaching approaches are used based on the teacher's judgement.

History provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces.

At Milton Ernest C of E Primary school, we provide a variety of opportunities for history learning inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. The children are to be

provided with opportunities to experience history on educational visits. The children have explored the local area and local museums also provide an opportunity to further historical learning, as well as visits from external providers to enhance their experience.

Impact:

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. All of the



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Lessons are designed around learning questions to begin their line of enquiry. We use end of unit quizzes to highlight key learning, which we introduce and revisit as the topic progresses. All lessons involve looking at key vocabulary that the children will need to understand, throughout the topic.

We measure the impact of our curriculum through the following methods:

- Retrieval introductions for each lesson as to build on prior knowledge.
- End of unit quizzes, which are also revisited later in the year through revisit sessions.
- Assessing children's understanding of topic linked vocabulary throughout their learning.
- Images of the children's practical learning.
- Pupil book studies, where children are interviewed about their learning, and what they can recall. (Pupil Voice)
- Learning walks of the environment and photographs of sequences of learning are taken, this is then discussed during staff meetings, where sequences of learning are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.