



'Learning together. Growing together'

History subject leadership

1) What is the intent?

In history: What is the intent behind the sequence of learning / curriculum?

(Following the national curriculum)

- Children will be taught to think like an historian - this includes key **knowledge, skills and vocabulary** through sequences of coherent and connected enquiries.
- From EYFS through KS1 history will be **child centred** – personal history, personal chronology – yesterday, last week, when I was a baby etc and based on **locality** wherever possible e.g. in year 1 the children will explore what their homes and town was like in the past and how it has changed - **Burnham seafront** and **Victorian seaside** and in year 2 the children will build on this will and extend their learning to include **Bristol** and the impact of **Brunel** and his GWR railway . KS1 will also focus on **significant events** and **people** from the **past** to include local people and both men and women – e.g. Amelia Earhart, Neil Armstrong, Robert Falcon Scott
- In KS2 **British history** will be taught **chronologically** so children can make links and build on previous learning
- Children will be taught history **skills**: How to *research* and *use a variety of sources* to find out about the past and the *reliability* of sources
- **British values** are embedded in the sequence of History teaching – e.g. democracy –why must we remember? Why is power important?
- **Concepts** like evolution and change, invasion and power are embedded and revisited time and time again
- Children will be taught specific, technical, historical **vocabulary**
- Children are given opportunities to handle **primary sources**.
- Children have **first-hand opportunities** like visits to **historically significant places** and visitors to give learning a context

2) Implementation – history subject leaders will use:

- Lesson observations / check ins
- Long term and medium term planning – (does it show a learning journey?) a sequence of lessons, learning enquiries, visits to historical sites, visitors, first hand experiences, virtual experiences, handling boxes etc.?
- Learning enquiry walls, loops, subject leader scrapbooks, children's books to show what has been taught
- Pupil conferencing
- Talk to teachers – are they teaching the intended curriculum? Do they understand why we teach what we teach, when we teach it?

3) What is the impact?

- Book looks
- Pupil conferencing – are children using the key vocabulary?
- Do children know and remember what has been taught?
- How do children make links with other learning?
- How well can children talk about their experiences, visits, visitors in history and how they helped the children learn about significant events and people?

4) What will excellence look like in history?

- Teachers know the intent of history – why we are teaching what we are teaching and the rationale as to when it is taught (sequence)
- There is a very clear journey in history which constantly makes links to and builds on previous learning
- Children will speak confidently and enthusiastically about the knowledge they have gained – including specific dates, people and events
- Children are using technically accurate historical **vocabulary**
- Children can use a range of primary and secondary resources and will be able to reason about the reliability of the sources used
- Children can make links between people and events
- Children have a clear sense of chronological understanding, historical enquiry and knowledge and interpretation
- Children can recognise the impact of significant people and events on their lives today
- Children and adults have a love of history