# History at Monken Hadley

## Curriculum Intent

At Monken Hadley Primary School, our intent is to fulfil the requirements of the National Curriculum for history. We aim to provide a broad, balanced and differentiated curriculum and ensure the progressive development of historical concepts, knowledge and skills are taught. We intend for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them. A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (The 2014 Primary National Curriculum in England).

Our History curriculum includes termly topics for all children from Reception to Year 6 selected from the Cornerstones Curriculum, which will inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

## Curriculum Implementation

History is taught as part of a termly/half termly topic, focusing on knowledge and skills as required by the Primary National Curriculum in England. Teachers use Cornerstones to support their planning of history, ensuring that the appropriate skills are covered and gaps in learning are identified.

Each class has allocated topics which are taught over the year, on a two year cycle, some with a History focus which will be taught through a weekly topic lesson. Some examples of these topics include Year 1/2's topic 'Towers, Tunnels and Turrets' and Year 5/6's topic 'A Child's War.' Through these topics, all children are given the opportunity to learn more about key historical figures and events, and discover their impact on the course of history. In addition, they learn about how people have lived throughout history. For each topic we are developing a knowledge organiser which will include key vocabulary and events.

When teaching history, the teachers aim to ensure the learning is engaging, broad and balanced. History teaching focuses on enabling children to think critically and develop their skills as they progress through the school. A variety of teaching approaches are used based on the teacher's judgement.

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. The children have had many opportunities to experience history on educational visits, for example to Celtic camp and Mountfitchet castle. The children have explored local museums and had visitors into school to share history learning and have hands-on experiences.

## Curriculum Impact

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

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

- Learning walks and professional dialogue with teachers.
- Summative assessment based on pupil discussion about their learning.
- Interviewing pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is an opportunity for dialogue between teachers to discuss the learning and teaching in their class