

**History Curriculum Overview**

**Historical Intent**

At Thurgoland our aim is for children to ‘gain a coherent knowledge and understanding of Britain’s past and that of the wider world’. In learning about the past, children are able to understand and make sense of the world in which they live. Secondly, the methods employed in discovering and interpreting the past enable children to practise a wide variety of skills.

As a Church of England School every aspect of the school’s work is underpinned by Christian values. We endeavour to use the subject of history as a tool to explore the impact of faith in our society in the past and how that may have resonance today.

**At Thurgoland we intend to:**

* Support children’s understanding of key historical times, people and events
* Developing their skills to further understand and explore the subject.
* Develop our children’s knowledge and understanding of various time periods and be able to make comparisons with other time periods
* Encourage ALL learners to be inquisitive about events and significant individuals and understand their impact.
* Provide scaffolding and support, including vocabulary banks differentiated challenges and extra adult help to ensure that ALL groups of learners can access the curriculum.

**Historical implementation**

* **Long term:** Collaborative planning ensures that pupils cover all the objectives set within the National Curriculum / Development Matters and that skills progress from year group to year group
* **Medium term:** Staff follow the History skills progression document for their year group.
* **Short Term:** Currently, we are developing historical inquiry led approach to each lessons, which cumulates in an overarching question to allow children demonstrate their knowledge and skills developed across the unit.
* Activities are planned bearing in mind the range of ability within a class: less able children are supported with vocabulary banks, differentiated challenges and extra adult help;
* The carefully crafted questions in each lesson allow more able children to inquire more deeply.
* Children are assessed at the end of each history unit using rising stars assessment criteria and teacher assessment inputted onto Insights Tracker.
* Where appropriate, staff plan for cross curricular opportunities.
* Throughout school children revisit key themes of: local change, society: Change and legacy, significant individuals and invaders and settlers.

**Impact**

* Learning walks scheduled for this year to look at the impact of the new progression document with a focus on how disadvantaged groups are supported to access this curriculum
* Subject knowledge and skills are consolidated by the children completing an exit piece at the end of each topic. This new to this academic year and we have scheduled in subject moderation to moderate a cross section of children’s work.
* From this we aim to build a bank of standardised exemplification materials with will aid teacher’s judgements in coming terms / years.
* Teachers plan and assess from the skills progression document, which has specific skill and knowledge threads that are built upon year by year from EYFS to Y6.