

## Subject on a page: Discover/ History

At Ibstone CE Primary School, we aim to inspire curiosity and fascination about Britain and the wider world and wholly develop our pupils' historical skills, understanding and knowledge through engagement with a wide range of primary and secondary sources.



### Intent - We aim to...

Enable pupils to be confident, courageous and resilient historians

Develop the ability for pupils to interpret and evaluate primary and secondary sources of evidence

Create inquisitive historians who ask and answer questions, and makes links between events in the past

Ensure all children can recall key historical dates and events clearly and accurately to aid their understanding of how the modern world came to be

Ensure that children know their place in history and gain a strong sense of chronology



### Implementation — How we achieve this...

#### Information about our curriculum

History teaching starts as soon as pupils start their Ibstone journey and is an integral part of Discover. In EYFS, history is predominantly focused on pupils' own experiences within their lifetime to develop a growing understanding of sense of self. The 'Discover' element of our curriculum aims to inspire our pupils to have a lifelong curiosity about the past, both within The British Isles and the wider world. We believe that a history curriculum should provide mirrors for pupils in which they can see themselves reflected, and windows, through which they can look into the lives and stories of people who are different. It will inspire pupils' curiosity to know more about the past and understand how the past influences the present. It encourages pupils to ask questions, think critically and weigh up evidence to help them reach informed conclusions.

#### Curriculum Design

Our curriculum is planned to represent the nature of our school and celebrates the historical heritage of our pupils, families and local area. In line with the National Curriculum, we teach pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils develop their understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### Vocabulary

Vocabulary is carefully planned to feed through from EYFS to Year 6, ensuring pupils meet key terms in different contexts and time periods. This vocabulary is not exclusive to history but inclusive to the wider curriculum. Key vocabulary is highlighted on the progression of skills document and shows the context in which pupils have met the words previously. This provides pupils with the opportunity to have a fully developed understanding of key historical terms by the end of KS2.

#### Procedural, Disciplinary, Substantive Knowledge and Concepts

Our history curriculum comprises of four interrelated strands of knowledge:

**Procedural knowledge** represents the skills of a historian. For example, from KS1 pupils are taught how to analyse historical sources. This is taught in every History topic, as pupils move through school, they are presented with increasingly complex sources and are taught how to analyse them in increasingly complex ways.

**Disciplinary knowledge** is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry.

**Substantive knowledge** represents the historical content that is taught in each class – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want our pupils to know and remember. In selecting the specific content, we ensure that the historical heritage of our community is highlighted and celebrated.

**Substantive concepts** are specific terms that often don't have a fixed meaning, and as a result, are context dependent. In history, this would include concepts such as Empire, Monarchy, Law or Conflict. Substantive concepts appear throughout the history curriculum and are explored in different classes through different historical periods.

## Implementation – continued

### Strong Foundations

In EYFS, children begin to understand the difference between the past and present. As part of Understanding the World, the Past and Present Early Learning Goal requires that children understand the concept of 'past', laying the foundations of chronological awareness. Children draw upon their own experiences and experiences of characters in stories to increase their understanding of the past. In both Nursery and Reception, learning involves sharing stories, holding discussions and exploring items from the past.

### Opportunities

We aim to provide opportunities for pupils to make links to the past, either through out of school visits, special days hosted by historical specialists or through first-hand contact with artefacts from the past. We also encourage pupils to discover their family's links to historical events within living memory, valuing the memories and experiences of the older generations and how they have been preserved through photographs, artefacts and written sources.

### Inclusivity

The content of the curriculum is not reduced for pupils with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. High expectations exist for all pupils at their own level of understanding.

### Revisiting & Retrieving

Our history curriculum is built upon high levels of repetition to ensure that our pupils can do more and remember more as they progress through school.

The two strands of Procedural knowledge and Disciplinary knowledge are revisited and developed in every class. This repetition ensures that our children reach the end of KS2 with the ability to apply the skills and conceptual frameworks of historians with high levels of independence. In planning, our specific learning outcomes detail the substantive knowledge that we want the children to know and remember. Retrieval practice is used during the course of the project to ensure that key knowledge is revisited and remembered.

Long-term retrieval opportunities are created by revisiting topics beyond the term in which the subject is being studied. This is planned and structured so that pupils are given the opportunity to recall key elements of previously studied content; ensuring that it is further embedded in long-term memory.

### Assessment

We believe that assessment in History is more than just knowing facts and dates. We assess the pupil's ability to apply their knowledge with a final assessment piece at the end of each project. This provides information on the pupil's ability to use a combination of substantive, disciplinary and procedural knowledge. The end of unit assessment comprises of an unseen source that is related to the period of history that has been studied. The pupils analyse the source, using the knowledge and skills they have developed during the project. This is used by teachers to provide information on how well the pupils are learning the curriculum.

## Impact

Pupils show an enjoyment & passion for History

Pupils can confidently talk about their learning in history using appropriate vocabulary and reference to significant events

Pupils know and understand how history has shaped modern day Britain and how this has influenced the wider world

Pupils have a secure understanding of chronology and interlinking time periods

Pupils use primary and secondary sources and can make inferences about the past from these, understanding that perspective can affect the evidence

Pupils know more and remember more, demonstrating good progress from their own starting points