



History

Intent:

It is Thrapston Primary School's intention to engage every child in a rich world of History that leads them on a journey of discovery about their past, the past of our islands, other nations and the world around them. Our study of History is rooted in our School Values of Respect, Empathy, Ambition, Collaboration and Honesty, so that what is learned in lessons has a clear link to every-day life. The curriculum is planned to ensure every child has access to the National Curriculum and beyond. We provide History learning that has ENGAGEMENT, CREATIVITY and CHALLENGE at its heart. At Thrapston Primary School we want our children to become aware of what the local community has to offer through learning about its' past and to understand their positive impact in its future success. For this reason, drawing on the expertise and knowledge of our local community also plays an important part in the planning of activities and opportunities we are offering the children

When designing our History curriculum, we have recognised that progress involves knowing more and remembering more. We also want our learners to have the 'cultural capital' they need to make aspirational choices and experience success beyond their time at Thrapston Primary School. The History curriculum is fully inclusive for every child through careful differentiation and support, to provide every child with an opportunity to develop a passion and life- long love of History.

The aim of the History curriculum at Thrapston Primary School is to ensure that our children:-

- Become increasingly critical and analytical thinkers.
- Have a secure sense of chronology.
- Have discovered links and connections to the History they learn and the wider community and locality.
- Have begun to understand the diversity of societies and relationships between different groups as well as their own identify and challenges of their time.
- Have developed enquiry skills that enable them to form their own opinions and interpretation of the past and can ask historically relevant question to deepen their understanding.

The History progression documents ensures that children have a varied, progressive and

well-mapped-out curriculum that provides the opportunity for progression across the full breadth of the History national curriculum for KS1 and KS2.

Implementation:

The acquisition of key historical knowledge is an integral part of our History lessons. The History curriculum at Thrapston Primary School is a knowledge rich curriculum based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage.

Teachers plan lessons for their class using our Progression of Knowledge and Skills document. Teachers can use this document to plan their History lessons to match the pupil's questions and curiosity - coming from provided opportunities to question and enquire. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressively from year group to year group, in order to ensure that children have the best possible chance of retaining more and seeing history as a coherent narrative as opposed to a series of isolated facts.

Each unit has an accompanying knowledge organiser which can be used to help reinforce the key knowledge for each unit as set out in the History National Curriculum. The knowledge organisers help children to consolidate and retain the historical knowledge they have learnt and also reinforce key historical vocabulary from each unit-we aim to use them in the classroom in a variety of engaging ways.

Cross curricular outcomes in History are specifically planned for, with strong links between the History curriculum and English lessons enabling further contextual learning.

History teaching focuses on enabling children to think as critically - for example - comparing different sources of information and recognising different points of view. History provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. Educational visits are an opportunity for the teachers to plan for additional History learning outside the classroom and bring History alive. Wow days are used to 'hook' the children's interest and local experts are invited into school to share their enthusiasm and passion with the pupils.

Impact:

In History, progress is measured through a child's ability to know more, remember more and explain more. This can be measured in different ways in our topics.

- The use of questions ensures opportunities are built into the lesson for ongoing formative assessment.
- Attainment and progress can be measured across the school using assessment quizzes.
- The impact of using the full range of resources included in the History topic will also be seen across the school with an increase in the profile of History.
- Pupil Voice
- Moderation of pupil's books across classes, year groups and key stages.

Where applicable children will have encountered or participated in high quality visits or visitors to further appreciate the impact of history. Whole-school and parental engagement will be improved through shared use of knowledge organisers. Children who feel confident in their historical knowledge and enquiry skills will be excited about History, show that they are actively curious to learn more and will see the relevance of what they learn in History lessons to the real world.