

We aim to enable our pupils to flourish through our provision.

Overall School Curriculum Intent:

- To develop articulate, resilient and empowered citizens who make a difference to others
- To provide a coherent and ambitious curriculum that leads to a greater depth of understanding for all
- To inspire pupils with purposeful and interconnected learning experiences

History

Intent

At Preston Candover CE Primary School, we believe that history is vital to a rich and broad primary education.

We aim to deliver a high-quality history education that enables our pupils to make sense of the present by gaining a coherent knowledge and understanding of Britain's past and that of the wider world. We seek to inspire our pupils' curiosity to investigate the past and develop a secure understanding of chronology.

Our history curriculum provides opportunities for pupils to develop both their substantive knowledge of the topics they engage with and their disciplinary knowledge where they are able to 'see and think like a historian' through a range of engaging experiences and activities.

We place an importance on ensuring our pupils understand that history is not simply a string of events or facts to learn but rather a process in which key skills such as interpretation, making judgements and thinking critically are essential. We aim to equip our pupils with the ability to ask perceptive questions and consider the validity of sources they are presented with, as we believe these skills will enable our pupils to become articulate, resilient and empowered citizens who can make a difference.

Through our history teaching, we want our children to encounter rich, diverse stories and contextual details about the past so they develop an appreciation of the diverse world we live in and its history.

Our children will leave Preston Candover CE Primary with a coherent knowledge and understanding of Britain's past and that of the wider world. They will be able to order key periods of history and place them chronologically. They will be able to make comparisons across time between the various topics they have covered.

Equally as important, pupils will understand how the past can be known and know that:

- History is an account of the past
- Accounts differ depending on one's perspective
- We rely on evidence to construct accounts of the past
- We must question the reliability of each piece of evidence
- Any single piece of evidence is insufficient to build a plausible account

The impact of our history curriculum will be measured through pupil conferencing, work sampling and learning walks (see separate impact statement).

Implementation

In Preston Candover CE Primary School, we use our Big Enquiry Questions alongside the Hampshire History Enquiry Packs to ensure our pupils receive a broad and balanced history curriculum.

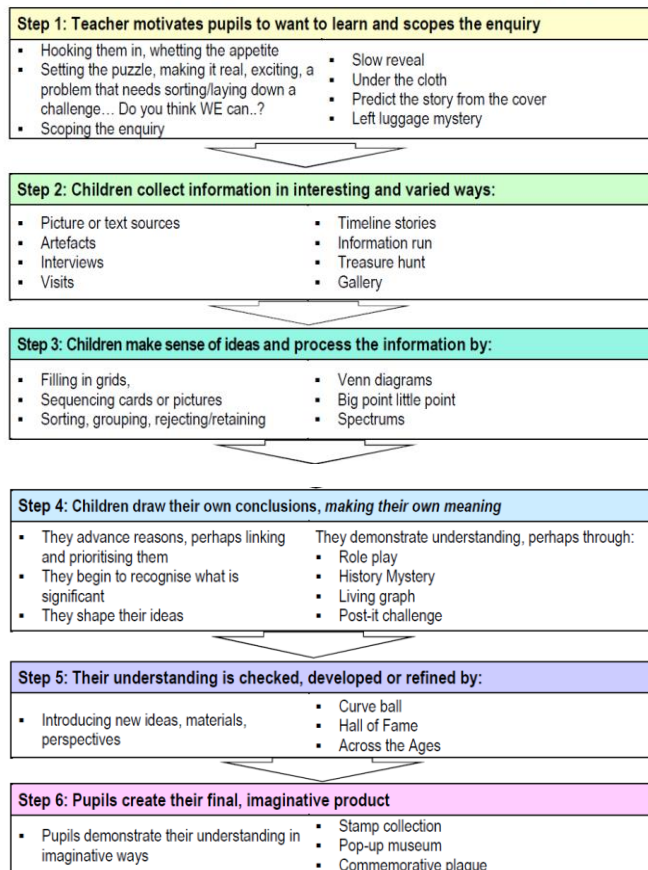
The history curriculum is planned over a two-year cycle through long term and medium term planning, we ensure pupils have maximum exposure to the progression of historical substantive knowledge and disciplinary knowledge. History is taught in mixed-age classes according to the school structure.

To ensure effective progression in the teaching of history, we ensure that each key historical skill is visited at least twice throughout every year to maximise pupils' progress.

Abstract concepts such as civilisation, parliament, sovereignty and monarchy are taught and are revisited throughout the history topics to help develop our pupils' historical understanding as they progress through the school.

To teach history, teachers use the Six Step History Enquiry shown below to build on previous knowledge. Throughout the topics, teachers plan in a variety of visits, workshops, artefacts and resources to bring history into the classroom. Teachers are provided with regular CPD in history from both the subject leader and supporting resources to ensure consistency across the school and improve the quality of history teaching on offer.

The six step approach to historical enquiry



History for every child:

We seek to ensure that all pupils make good progress in their history learning. This is achieved in a variety of different ways.

History lessons begin with a clear revisit and review of the substantive knowledge already taught. This acts as an important opportunity for over-learning by those pupils who may require this to support their retention of knowledge. During history lessons, pupils are provided with an appropriate level of scaffolding where appropriate. We ensure that careful task design focuses on the key historical learning and is always at an appropriate cognitive load for pupils. We ensure the teaching of history does not disadvantage pupils with SEND by ensuring supportive resources are accessible around the classroom and used to provide concrete examples. Key historical vocabulary is clear on classroom displays as an aid memoire and referred to throughout the teaching of history. Children have the opportunity to work with other children in history to clarify their ideas further.

Assessment

Teachers assess pupil's knowledge, understanding and skills throughout history lessons by observing the pupils during the lesson, questioning pupils and looking at the outcomes produced. Feedback is given to pupils by class staff and their peers both within the lesson and through marking in books thereafter. All teachers follow the school Marking and Feedback Policy. Each historical enquiry is also assessed through a grid at the end of each topic using the key history skills covered by assessment criteria. All assessments are used to inform and improve future practice and support the pupils in their learning.