



Intent—we aim to...



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

Ensure children gain knowledge of key historical figures, events and periods of history and how these have shaped the world we live in today.

Develop in children the ability to interpret and evaluate primary and secondary sources of evidence.

Inspire critical thinking skills with children asking questions about the past and showing a keen interest in finding answers.

Provide opportunities for children to use artefacts and visit places of historical significance to enhance their understanding of the past.

Implementation—How do we achieve our aims?



Concept-led curriculum

At The Good Shepherd, we recognise that History is underpinned by the **substantive concepts** below. Our curriculum topics allow children to develop a depth of understanding of those concepts. The concepts are interwoven throughout our curriculum, starting in EYFS and continuing throughout KS1 and KS2.

Key Concepts



Monarchy, Government and Power



Religion



Migration and Invasion



Settlement and Civilisation

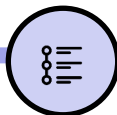


Achievements and Impact

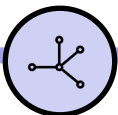
Development of disciplinary knowledge

We recognise that alongside essential historical knowledge, children will learn **disciplinary knowledge**. This **disciplinary knowledge** is identified from objectives in the statutory frameworks. In EYFS, children learn this very simply as part of their learning about the past. From KS1, this is taught more explicitly and this is then developed further in KS2.

Disciplinary Knowledge



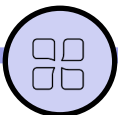
Sequencing



Making Connections



Comparing



Communicating



Questioning



Interpreting & Evaluating Evidence

A consistent approach

Our History curriculum has been developed by the subject leader in accordance with the National Curriculum, and with an understanding of progression from the EYFS Framework. Topics selected for History follow the statutory guidance to ensure accurate and broad coverage. From KS2, British History is taught in chronological order, with Year 3 studying pre-history through to Year 5 studying the end of the Anglo-Saxon and Viking era in 1066. Year 6 topics allow for comparisons between British History and the wider world during the same era.

Strong foundations

In EYFS, children begin to understand the difference between the past and the present. As part of the Understand the World strand, the Past and Present Early Learning Goal requires children to understand the concept of the '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.

Recording work

In EYFS, the children's learning is recorded in learning journals and literacy books. In KS1 and KS2, children have individual Geography and History books, with each topic being identifiable by that subject's Knowledge Organiser.



Implementation [continued]

Retrieval

Retrieval is used in history lessons to build up schemata and activate prior learning relevant to the lesson. Questions are designed based on the key concepts taught as well as prior topic specific knowledge. Teachers use **cold calling** strategies in lessons to ensure all children are active in their retrieval.

Oracy

Children are encouraged to develop their **oracy skills** in history lessons. Opportunities are provided for children to use **stem sentences** throughout the lessons to scaffold responses. Children are able to share their thoughts and ideas with their peers.

Reading in History

Children in all year groups read and listen to books that enhance their understanding of History topics taught. Children read non-fiction books and picture books where appropriate. Class book corners have current topic books for children to explore at leisure.

Vocabulary development

History terminology is carefully mapped out across each topic. All key vocabulary is taught through specific definitions as set out in the 'GSA History Dictionary.' Vocabulary is explored in lessons and displayed for children and staff to refer to. Key vocabulary also forms part of our **Knowledge Organisers** and children can easily revisit vocabulary during lessons using these to ensure definitions are remembered.

History displays

In each classroom there is space to display Geography or History, depending on the focus. Displays include key vocabulary, sticky knowledge and timelines which are added to throughout the topic.

Pedagogy

Pedagogical principles are used in history lessons in order to support teaching and learning. Silent solo, turn and talk and think pair share are used throughout the school from EYFS to KS2.

SEND

We teach for all children with high challenge, low threat. Children are provided with scaffolds, where needed, to enable learning alongside peers. Children with SEND may be taught linked lessons with appropriate differentiated tasks.

Diversity

We feel it is important for children to see diversity in history. History topic intents have been designed to ensure the history of all races, genders and religions have been explored throughout a child's education at The Good Shepherd.

Cross-curricular links

Across the school, the topics studied in History and Geography become driver topics which are strongly supported by work in English, Art and D&T.

Use of Primary and Secondary Sources

Throughout history lessons from EYFS to the end of KS2, children have the opportunity to explore different sources. These include information books, websites and artefacts. The use of artefacts in particular allows children to gain a more hands on experience of the past. Every year group in KS1 and KS2 uses artefacts from 'Access Artefacts' for at least one topic in the year.

British Values

Learning in History has strong links to British Values. Democracy is especially explored throughout our Key Concept of Monarchy, Government and Power.

Local History

Children have the opportunity to explore local history. In Year 1, children learn about our Local Heroes. In Year 3, children learn about the history of Nottingham. Opportunities to learn about our local history are woven into other year groups such as the Vikings in Nottingham in Year 5.

Impact—how will we know we achieved our aims?



Children at The Good Shepherd can use the language of chronology and identify periods of history on timelines.



Children can confidently talk about people, events and periods of history they have learnt about, and comment on how these have had an impact.



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



Children ask questions in lessons and follow lines of enquiry as part of their learning about the past, showing keenness to find answers to questions.



Children leave The Good Shepherd having visited places of historical significance and an exposure to high quality artefacts.