

## History



### Intent

History is held in high regard at Mendlesham Primary School. The history curriculum makes use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. The periods of history that we study are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Mendlesham is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum, the curriculum at Mendlesham aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past
- Begin to understand 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
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Develop a secure understanding of historical vocabulary
- Understand the chronology of events in British and the world history that they study

### Implementation

History is taught weekly, in half term blocks throughout the year, so that children achieve depth in their learning. Each block is based upon an over-arching historical enquiry question and individual lessons, or enquiries to answer the over-arching question. Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children. There is a strong focus on developing vocabulary and key words are identified in each unit. Knowledge organisers support teacher's subject knowledge with carefully sequenced lessons.

We use Kapow scheme and resources, aligned with the National Curriculum; however, teacher's lesson design is not limited by this and is also informed by national agencies, such as the Historical Association.

Key knowledge and skills of each unit ensures these develop progressively across the school. Adaptations are made for children working beyond the core task either at greater depth or those working towards the expected level.

Cross curricular outcomes in history are specifically planned for, with strong links between Art and English lessons enabling further contextual learning (for example, that historical learning is used as a vehicle for extended writing opportunity, during the year). The local area is also utilised to achieve the best possible outcomes, with opportunities for learning outside the classroom embedded in practice.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and that links are made to English and Mathematics, as appropriate. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area as well as beyond. Looking both within and beyond the local area maximises the cultural, as well as historical differences, which the children are exposed to.

Monitoring via learning walks and book looks will provide the basis of developmental feedback. Assessment for learning will shape the exact lessons taught to ensure that the pitch and expectation is correct for any particular class.

### **Impact**

Through high quality teaching of history, we will see the impact of the subject in different ways:

- Through pupil voice, children will be able to talk about the skills and knowledge they have acquired
- Children will be engaged in history lessons and want to find out more
- Older children will complete research independently through enquiry questions and to further their own enjoyment of the subject
- The children's work will show that a range of time periods are being covered with cross curricular links being made where appropriate
- The school environment will frequently include a whole school humanities display, as well as historical links to the English being taught (when history is the curriculum driver)
- The historical vocabulary that the children are exposed to in each year group is embedded in their lexicon and successively built upon
- As historians, children will learn lessons from history to influence the decisions they make in their lives in the future
- Monitoring will show standards in history will be high and will match expectations in other subject areas

Full details of our curriculum can be found on our [website](#). Progression of knowledge and skills documents are available from the school.

