Curriculum Rationale

HISTORY

INTENT

- Inspire a curiosity and fascination about Britain's past and that of the wider world.
- Equip pupils to ask perceptive questions, think critically, weigh evidence and sift arguments.
- Make connections between different periods, events and figures in history.
- Develop an understanding of chronology, cause & consequence, comparison and significance.
- Grow confidence in recalling historical knowledge related to our local area.
- Develop fluency with high-level historical vocabulary, including key abstract terms.
- For history to be brought to life through real experiences.
- Develop good observational and enquiry-based skills and communicate information in a variety of ways.
- Make connections between history and other subject areas, particularly geography, art, music and RE.

IMPLEMENTATION

- At Prescot Primary, we have a relevant, well-planned history curriculum that allows for deeper connections to be made between projects and subject areas. We use the Cornerstones Curriculum, see link below.
- Learning is planned via a thematic approach to allow children to form deep connections and provide them with a range of rich and memorable learning experiences, whilst valuing and promoting the specialisms of the history curriculum.
- Children revisit three 'Deeper Connection' projects each year: Monarchs, Rebel Heroes and a Local Study, helping to strengthen key historical concepts and knowledge over time.
- Subject-specific vocabulary, knowledge and skills relevant to new learning will be introduced and repeated regularly.
- Frequent retrieval curriculum activities will review learning and check that pupils are understanding and retaining knowledge. Learning is also reviewed on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained.
- History assessment is ongoing and informs teachers with planning lesson activities; it will be tracked against the History progression of skills objectives.
- Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities, foster curiosity and enthusiasm for history, and to further support and develop their understandingLessons include historical enquiry.
- Pupils are encouraged to evaluate primary and secondary sources to develop the skills of enquiry, analysis, interpretation and problem-solving which will develop knowledge and understanding and prepare them for the next phase in their education.
- Challenge questions are used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in a philosophical/open manner.
- From Y2, iPad technology is used to enable children to easily access historical information, follow their own enquiries, revisit learning and engage in historical activities in a highly engaging way.
- Trips and visiting experts are used where possible to enhance the learning experience.

IMPACT

- Children are enthusiastic and interested in their learning.
- Children are confident time-travellers and can link historical episodes together confidently.
- Children are interested in their local area and know of significant events and people of the past.
- Children know about other significant societies of the past and what legacies they have left behind.
- Children retain historical facts and apply their knowledge to other historical topics and wider areas of the curriculum.
- Children will become increasingly critical and analytical within their thinking, developing some of the skills required in KS3. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in
- Where applicable, pupils will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

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HISTORY

EYFS

In EYFS, the foundations of history are established through meaningful, play-based learning that builds on children's own experiences and known history. Children begin to develop early historical skills by exploring their past and present, such as family life, special events, routines and changes over time, helping them to understand key historical concepts including chronology, continuity and change.

Learning is rooted in investigation and talk. Adults carefully model and extend oracy, encouraging children to ask and answer questions, share memories, and explain their thinking. Through purposeful questioning, children are supported to compare "then and now", notice similarities and differences, and begin to sequence events using simple timelines and language such as before, after, past and present.

Children are introduced to age-appropriate historical vocabulary, which is revisited and reinforced through stories, role play, discussions and hands-on investigations. Artefacts, photographs and visitors are used to spark curiosity and provide tangible links to the past, allowing children to explore sources and begin to understand that information about the past comes from different evidence.

By valuing children's own histories and encouraging rich discussion and enquiry, EYFS provides strong foundations for future historical learning. These early experiences develop curiosity, language, questioning and investigative skills that prepare children to engage confidently with more formal historical enquiry in Key Stage 1.

KS1 & 2 ENGAGING PROJECTS

	DEEPER CONNECTIONS LOCAL STUDY	DEEPER CONNECTIONS: MONARCHS	DEEPER CONNECTION REBEL HERO	CORNERSTONES PROJECT 1	CORNERSTONES PROJECT 3
Y1	OUR SCHOOL	ELIZABETH II	ROSA PARKS	DINOSAUR PLANET (MARY ANNING)	MOON ZOOM
Y2	LOCAL STREETS	VICTORIA	DAVID ATTENBOROUGH	MOVERS & SHAKERS	MAGNIFICENT MONARCHS
Y3	LOCAL LANDMARKS	HENRY VIII	MARY ANNING	THROUGH THE AGES	EMPORERS & EMPIRES
Y4	LOCAL SHOPS	WILLIAM THE CONQUEROR	MARCUS RASHFORD	INVASION	ANCIENT CIVILISATIONS
Y5	INDUSTRY IN PRESCOT	JOHN	LOUIS BRAILLE	DYNAMIC DYNASTIES	GROUNDBREAKING GREEKS
Y6	PRESCOT AT WAR	GEORGE VI	LILIAN BADER	MAAFA	BRITAIN AT WAR

LINKS

DFE HISTORY NATIONAL CURRICULUM

PCP HISTORY CONCEPTS & SKILLS PROGRESSION

CORNERSTONES EDUCATION

Curriculum Rationale

HISTORY

ASSESSMENT CRITERIA

- We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
- We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
- We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts. We encourage the children to 'CONNECT".
- Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, digital quizzes and content creation, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention, eg 'Monarch Mondays'.
- Children are encouragaed to share their voice, verbally or digitally on how they think they are doing and what they enjoy about learning this subject. This is collated by the subject leader.
- To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year. In addition, they retain key knowledge from prior learning.
- At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree. and are able to make connections independently.
- We enter teachers assessments into the Cornerstones portal. Subject leaders analyse the data and report to governors annually.
- Peer audits provide quality assurance, moderation of standards and training across trust schools.

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.