



Statement of Intent and implementation for History

Curriculum

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

History Intent

We want pupils at Larkhill to be “interested and interesting” We want children to develop a curiosity about historical events in Britain and the wider world and to have the knowledge, skills and vocabulary to be able to communicate what they know.

At Larkhill, we understand the importance of history and how the past has impacted on the changes that have occurred and are relevant today. The area surrounding the school is incredibly rich in History. We are within walking distance of Stonehenge, Woodhenge and Durrington walls, not far from the Iron age Hill Fort at Danebury. and very close to the location of the discovery of the Amesbury Archer- a very significant Bronze Age figure. Larkhill itself is significant historically for being the location of the first military aircraft trials along with the role that military personal based here played in World War 1 and 2. We aim to take full advantage of these places and events of significance in order to create an experience for the pupils which enriches their learning and inspires, motivates and develops their curiosity. Due to the transience of our children, we aim to develop a sense of belonging and a real awareness of the significance of where they live- even if only for a short time. We do this by ensuring that we teach children about the historical significance of their local area.

We aim to produce a balanced and well thought out curriculum, based on the National Curriculum document, which is progressive and outlines the intended historical skills and areas of focus. We understand that knowledge is important for children, however we also place equal importance on the historical skills and focus on how these skills can transfer into other historical concepts and areas of learning. We offer different opportunities to develop and progress pupils’ historical skills through cross curricular activities, so that pupils can communicate what they know through various subjects, such as art, reading and writing.

We provide children with the experiences required in order to understand historical concepts by acting as historians to find out about the people, events and different periods of study. We offer opportunities for pupils to develop their understanding through the use visitors and artefacts which encourage them to acquire knowledge and develop an understanding supported by subject rich vocabulary.

History Implementation

Knowledge and skills led implementation

In the Early Years Foundation Stage curriculum, History makes a significant contribution to the objectives of developing children's knowledge and understanding of the world and their personal, social and emotional development, which is regularly addressed through both planned and spontaneous experiences in our Early Years provision. Themes covered in reception have been specifically chosen to prepare children for what follows in the rest of the school and to ensure there is progression without repetition.

Using the National Curriculum as a starting point, we have developed a progression of topics that develop across the school through our Curriculum Map.

Our History curriculum is plotted out in a rolling programme to cater for our mixed year groups and fluctuation in numbers. This enables us to fully immerse children in a topic and teach knowledge and skills in more depth. In a history term 3 hours a week of history (usually two sessions) is explicitly taught with additional cross curricular opportunities planned where possible. Depending on the topic and the lesson, teachers have some flexibility in terms of how they fit this time allocation into their timetable and how many sessions it comprises of.

Each year group focuses on a different period of history, which can be built upon as they progress through the school. In ks1 topics are chosen that meet national curriculum requirements, build upon EYFS learning, are relevant to the children's experience and have local significance where possible. In Ks2 periods of history are plotted out largely chronologically. Where knowledge of one time period is essential to ensure understanding of another or influenced what followed in history, these topics are positioned in the same cycle so that they are never taught out of order. For example, Saxons and Vikings in Uks2.

The vocab and knowledge for each topic is outlined in a knowledge organiser. This is used by teachers to support planning and subject knowledge and is sent home to all pupils to encourage parents to engage in what is being taught.

Progression led implementation

Within our curriculum, we have developed a skills document that demonstrates a progression of the skills that need to be taught across each year group. Each area of the skills required progress across each year group, developing on the previous year's skills. These are used to inform, plan and assess in history.

Language and vocab rich implementation

The use of subject specific vocabulary and historical terms will be planned for and modelled by teachers within lessons. This vocabulary is outlined on the knowledge organisers produced for each topic. Vocabulary obtained from these lessons will be made available for pupils to refer to throughout the topic on the topic working wall.

Experience rich implementation

We encourage staff to plan cross curricular links, where appropriate, to make links and apply historical knowledge and skills. The art and design curriculum has been designed to link to the topics where possible and, providing there is a tangible link, high quality texts to support reading and writing also link to the topic to deepen understanding and give opportunities for further application of knowledge in other curriculum areas.

Within our curriculum we have planned opportunities for learning history through trips to the

local area, historical sites and museums. These also feature in our I1 before I1. It is important at Larkhill for pupils to be exposed to these experiences in order to develop their curiosity, deepen their understanding of historical concepts and apply this in history lessons and other contexts. We use artefacts from Wiltshire learning resources within every topic to stimulate curiosity within the learning environment and give the pupils opportunities to observe and handle historic artefacts. Pupils are taught to observe these primary and secondary sources, identifying if they are reliable.

Teachers are aware of topics that were not covered during COVID 19 and where needed teaching sequences will be redesigned to ensure certain prerequisite historical knowledge is taught. In making the decision teachers, alongside the subject leader, refer back to statutory elements of the national curriculum in order to prioritise which knowledge and skills are essential.

Assessment of History

The children's learning will be recorded in topic books. All activities have a task topper outlining the objective for that session and providing stimuli or scaffolds to support learning. There should be a record of learning for all lessons, whether this is written work, labelled diagrams, photos, speech bubbles or other evidence of learning. This should be differentiated suitably, whether this is by expectation, support or through scaffolded activities and assessed according to whether children have acquired the identified knowledge and/or skills for this session. Learning objectives will be highlighted in orange or green as in other subjects.

Quizzes are used to assess pupil's understanding at the start of the topic and then to assess knowledge acquisition at the end.

At the end of each topic, teachers record children's progress on the topic knowledge and skill assessment sheet. At the end of the year, teachers discuss whole class coverage and the attainment of individuals in their transition meetings. This helps to inform future planning to address any gaps in knowledge.