

## History at Surrey Hills All Saints

### Intent, Implementation and Impact

#### **Intent**

At Surrey Hills we have built a History curriculum to inspire our pupils, bringing to life the study of the past. From inspirational recounts of individual endeavours, to tales of destruction, war and romance; History has it all! History at SHAS aims to be ambitious, inspiring and motivating, built around our 'Big Question' for the half term. We are ambitious, in our coverage and thorough teaching of Historical skills; immersing children in a variety of sources, encouraging them to ask perceptive questions, think critically, weigh evidence, examine arguments and develop perspective and judgement. Inspiring, in stimulating curiosity and fascination about Britain's past and that of the wider world. Motivating, through engaging activities, 'WOW' days, visiting experts, workshops, artefact boxes, trips and considering our own Local History that gives all pupils an opportunity to question the past. At SHAS, we shape our History curriculum to ensure it is fully inclusive for every child. We have developed a broad and balanced curriculum that encompasses British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills to enable children to study life in the past.

#### **Aims:**

- Know and understand British History as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies.
- Understand abstract terms such as 'empire', 'civilisation', 'parliament' 'monarchy' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, ask questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed over time.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

#### **Implementation**

The History Long Term plan has been developed to ensure coverage and progression across the whole school. Through our enquiry-led approach, based on an adapted and enhanced Kapow Curriculum; children are encouraged to ask questions, learn from the mistakes of the past and shape the future through an understanding of the customs and beliefs of the community we belong to. At the start of each topic, children are given Knowledge Organisers to outline the learning objectives and introduce key vocabulary which they are encouraged to refer to throughout.

Through our teaching at SHAS, we aim to instil the skills required to develop an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts

and processes. By providing an inclusive and stimulating learning environment for children we will develop pupil's sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. They will develop the ability to think critically, communicate ideas, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. Importantly, pupils will make progression in analytical and critical thinking using historical evidence to support their explanations and judgements.

Linking historical content of learning to the social, moral, spiritual and cultural aspects of the past, history can help children to make sense of the world in which they live and help them, as historians, to develop a sense of identity. By the end of year 6, children will have a chronological understanding of British History from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored through book looks and pupil voice to ensure that they reflect a sound understanding of the key identified knowledge.

### **Impact**

The measure of impact of our History curriculum at SHAS is that children are equipped with key historical skills and knowledge that will enable them to take their next steps at secondary school and beyond into adult life and the wider world. Pupils can make links between social, ethnic and/or cultural or religious diversity of past societies to life now. They make comparisons and show cultural awareness within society. They show good citizenship skills and development of character.

### **Evidence**

Children can demonstrate acquisition of key identified knowledge and chronology from our broad and balanced History curriculum.

Children have a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to explore more deeply.

Children are taught to communicate historically, investigate, interpret and analyse the past and understand chronology through the key stages.

Children have developed enquiry skills in order that they can pursue their own interests within a topic.