

History at Surrey Hills All Saints

Intent, Implementation and Impact

Intent

The History curriculum at Surrey Hills All Saints (SHAS) follows the Kapow Scheme to ensure progression of skills, logical sequencing and building of substantive and disciplinary knowledge. 'Big Questions' and experiences such as workshops and visits enrich the History curriculum throughout.

In line with the National Curriculum, the curriculum at SHAS aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past, as well as that of the wider world.
- Develop curiosity about the past by being immersed in a variety of sources; evaluating and analysing them.
- Are stimulated and encouraged to ask perceptive questions; think critically, weigh evidence, examine arguments, and develop perspective and judgement.
- Undertake 'Big Question' research, developing historical skills and knowledge.
- Begin to understand and compare 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.

Aims:

- Know and understand the history of these islands 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.
- Gain and deploy a historically grounded understanding of abstract terms such as 'monarchy', 'empire', 'civilisation', 'parliament' 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, frame historically valid 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.

These aims are underpinned by:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Implementation

Essential Characteristics of Historians:

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. Children are encouraged to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences. Children will develop the ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. By providing an inclusive and stimulating learning environment, we will develop pupils' sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. Importantly, pupils will make progression in analytical and critical thinking using historical evidence to support their explanations and judgements.

Staff across the school will be made aware of the relevance of critical and evaluative thinking skills that a rich history curriculum provides.

Planning:

The History Long Term plan developed by Kapow and enriched by our teaching staff, has been developed to ensure coverage and progression across the whole school. These encompass the essential learning objectives set out below:

- To investigate and interpret the past
- To understand chronology
- To build an overview of World History
- To communicate historically

Cross Curricular:

Links are made across the curriculum with both Core and Foundation subjects.

Children are encouraged to make comparisons of culture and habits today with significant historic events and customs of other periods of time. Children are encouraged to undertake historical enquiries by questioning events, undertaking contextualising investigations and interpreting the past. Pupils make links between their experiences and the experiences of those historically.

Resources:

SHAS has a good supply of historical equipment and resources, including artefacts. Relationships with local museums, workshops such as 'Portals to the Past' and our local Westcott History Group enrich the delivery of History further.

Displays:

Children are encouraged to present their work showing their journey from initial questioning to the outcomes of their learning. These take many forms and may include photographs showing active learning such as WOW days, to producing written examples and drawings or timelines of historical events.

Assessments:

History is monitored through:

- Looking at books. High standards of presentation and English language are seen. Not every History lesson includes written work, some lessons focus on active learning which is captured through photographs, drawings and drama.
- History displays including timelines.
- Pupil voice: Where pupils of all abilities express their thoughts and learning using correct historical language to share ideas and knowledge.
- The History Subject Lead undertakes learning walks to ensure that children are engaged, challenged and enthused by the subject.
- Quizzes, recall and retrieval practice.

Impact

Pupils can make links between social, ethnic and/or cultural or religious diversity of past societies to life today. They make comparisons and show cultural awareness within society. They show good citizenship skills and development of character.

Evidence in skills

Children are taught to communicate historically, investigate, and interpret the past and understand chronology through the Key Stages.

At the end of each year, we expect the children to have achieved Age Related Expectations for their year group. Some children will have progressed further and achieve Greater Depth. Children who have gaps in their knowledge receive appropriate support and intervention.

During their time at Surrey Hills All Saints children undertake a range of historical experiences. These include; museum visits, themed 'wow' days, loans of artefacts and visits from historical experts to enrich their journey through History and foster a curiosity of past and present events from childhood to adult.