

Intent

- At Chorlton Park we believe that the study of history gives our pupils the opportunity to develop an understanding of the people on our planet and how it has changes over time, why the world and its people are the way they are today and help our learners understand the world they live in better.
- Our curriculum is broad and balanced, which allows children to acquire and embed a range of knowledge, skills and understanding.
- Theme days/ visits/ visitors are planned to enhance the children's learning experience.
- In Early Years, we teach 'Understanding the World' through our teaching as well as in the continuous provision, indoors and outdoors.
- In Key Stage 1 and Key Stage 2, we have designed a curriculum, which teaches children about historical concepts: cause and consequence, significance, interpretation, similarity, difference, continuity and change and interpretation.
- Our lessons help pupils develop a deeper understanding of the world in which they live in to help them understand the past, present and predict the future of human kind.
- This ensures our pupils are equipped with the knowledge to become citizens of the world.
- As a Rights Respecting school, our History curriculum is underpinned by the rights of the child based on the UNICEF Charter.

Implementation

- History is taught through the Statutory framework for the EYFS and the National Curriculum Programme of Study for History, which we have adapted to reflect the needs of our school community.
- History is taught across three half terms throughout the year and there is a minimum of one lesson per week.
- The curriculum is designed with a structure which ensures progression of substantive and disciplinary knowledge.
- Knowledge and skills are mapped out to ensure progression from EYFS to the end of KS2
- Knowledge organisers detail sticky knowledge which is which bridged back to with a range of retrieval tasks.
- This supports our work on Metacognition as it doesn't strain cognitive load and ensures pupils revisit knowledge and build upon skills.
- Lessons follow a familiar structure starting with a retrieval task, new learning and then consolidating new knowledge.
- Adaptations are made to lessons where appropriate to support the needs of all learners.

Impact

- Through our curriculum and the use of knowledge organisers and metacognitive strategies, the children are confident, resilient learners.
- Our children are empowered to take ownership of their own learning and answer their own questions, making links to prior learning, through lessons, quizzes and reflections.
- Through hands-on experiences, such as visits to museums, Styal Mill and workshops, children are immersed in their learning.
- Staff are confident when teaching History and have been following the new curriculum since 2019.
- Staff are clear and confident on how to deliver the curriculum for their year group and know prior and future learning. This was shown during a learning walk in February 2022 and through a staff questionnaire, where staff said that because of the work on retrieval, metacognition and the bridging back document, they felt more confident knowing the whole school curriculum.
- Pupil Voice Spring 2023– "I like learning new things and finding out how the world has changed in the past."
- "I enjoyed the WW1 workshop because we found out about the equipment used and how they used it."
- "Learning about the Islamic Golden Age is fun and it is interesting finding out new things; like how it started."



Assessment in History

- EYFS Teachers use AFL and questioning and make note of who is less confident and this is addressed accordingly within the next lesson through targeted questioning and referring back to the sticky knowledge.
- KS1 and -KS2 Teachers use AFL and questioning and make note of who is less confident and this is addressed accordingly within the next lesson through targeted questioning and referring back to the sticky knowledge. Throughout the topic teachers provide retrieval tasks to bridge back to prior learning and question pupils. Pupils are encouraged to use their knowledge organisers to refer to sticky knowledge and are asked to quiz partners using their knowledge organiser. Pupils are assessed through a reflection task at the end of the topic.
- Staff Assess pupils at the end of each half term unit, using their teacher assessments and the reflection task. The teachers' final assessment is then recorded on a whole class assessment spreadsheet. The teacher then refers back to this at the start of each new topic to support learners.
- The work within each child's book is used to help make final judgements.

History in Early Years

- History is taught throughout the EYFS curriculum through the area of learning:
Understanding the World
- **Nursery and Reception:** Knowledge organisers are used by the teaching staff to plan and deliver learning. These are not shared explicitly with the children. Sticky knowledge is shared through visual displays across learning areas and through activities.