

History

INTENT, IMPLEMENTATION AND IMPACT

What makes a Dore Primary historian?

INTENT

The vision for our history curriculum at Dore Primary school is to inspire in pupils a desire to, reflect on and be fascinated by, the events and people of the past and in turn to stir their curiosity about how they have impacted our lives today. We aim for the children to develop a broad and deep knowledge of the local, national and international history and a well-developed historical thinking. At Dore Primary School our history curriculum is explicitly linked to our whole school values and our social, moral, spiritual and cultural responsibilities and as well as our whole school focus on Outdoor Learning.

The National Curriculum sets out the subject's scope and content that will be studied in Key Stages 1 and 2. For the Foundation Stage, the Early Learning Goals similarly provide guidance to ensure children are developing their understanding of the world. Throughout the school, each year group gives our children opportunities to learn about history in a way that allows them to progress and become fluent in their historical knowledge, skills and vocabulary.

At Dore Primary School history is taught through our topics which are chosen by each year group to give a focus to the learning each half term. We aim to make our curriculum relevant, current, creative, exciting and engaging; enlivened with memorable trips and visitors. Lessons are planned to respond to current and important issues and are closely related to the real world making children's learning purposeful and meaningful.

At Dore Primary School, we aspire to help children develop into historians, building progressively each year on the following key concepts:

1. **Understanding chronology**
To develop a sense of chronology across British, local and world history that enables them to talk with confidence about the past referring to historical terms, dates and periods, whilst noting connections, contrasts and trends over time.
2. **Investigate and interpret the past**
To know of and effectively use a range of historical sources of evidence to develop their enquiry skills of research, analysis and evaluation.
3. **Build an overview of world history**
To reflect on and be inspired by events that have taken place in the past and discuss how they have impacted on our lives today.
4. **Understand a range of historically significant individuals**
To develop an understanding of a diverse range of historically significant individuals from the past who have created legacies and been influential.
5. **Communicate historically**
To develop a wide historical vocabulary to confidently express their ideas and opinions.

IMPLEMENTATION

How do we implement our history curriculum?

1. All children will study history throughout the year. Topic work will be explicitly described as history when appropriate. Historical vocabulary (Tier 2 and 3) related to topics will be taught and displayed to help pupil's understanding.
2. Topics are selected and learning journeys are designed in all year groups to ensure the history content of the National Curriculum is taught to all pupils.
3. The curriculum is ambitious and follows the National Curriculum Programme of Study:
 - In KS1 the curriculum will focus on the world around them and their living memory of history, before moving to events that go beyond living history.

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	<ul style="list-style-type: none"> In KS2 the curriculum is set out in chronological order to allow children to reference previous events in time and refer to this prior learning year-on-year.
4.	Lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills.
5.	Lessons are designed to be progressive and build on prior learning, from 'Understanding the World' in the Foundation stage, through Key Stages 1 and 2, moving from developing basic knowledge and skills to applying knowledge and skills practically and independently.
6.	Children are taught about how history affects all areas of life. Learning is linked to current events when relevant.
7.	Children learn historical investigative skills and develop their historical knowledge and understanding in all year groups by making use of the school grounds, the immediate local area, day long and residential visits to locations in the region.
P4C	P4C discussion teamed with historical knowledge enables children to ask and answer challenging historical questions that make links between events, developments, peoples and periods of the past and to recognise how their world has been shaped by these.
TASC	Through planning historical investigations, children apply the principles of TASC to complete their activity to the best of their ability.
Outdoor Learning	History is taught through outdoor learning providing many opportunities for re-enacting events and exploring archaeological methods which encourage speaking and listening, teamwork and problem solving.

IMPACT	
1.	An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
2.	The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
3.	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.
4.	The ability to think, reflect, debate and evaluate the past, formulating and refining questions and lines of enquiry.
5.	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.
6.	A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
7.	A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.