



Intent

What we expect the children to learn

- We seek to develop an enthusiasm for History and a genuine enjoyment about learning about the past.
- Children will have an awareness of the past and able to use historical vocabulary relating to the passing of time.
- They will be able to use historical language to make comparisons between different times in interest.
- Children will develop questioning skills and learn how to think critically about sources of evidence. We encourage them to be reflective, to analyse and learn how to apply ideas to other situations.
- They will develop an awareness of key events from the past in this country and around the world and be able to make connections and take about cause and effect.
- Children understand that it is important to have an opinion and they are able to take part debates, justifying their point of view.
- We aim to develop a rich sense of the past for the children and for them to make links with the present and the future when appropriate.
- We want our children to understand their local community and have sense of it has developed.

Implementation

How the subject will be taught

- Children will experience a vast range of experiences in the classroom and beyond with special events, visits, visitors, artefacts, role-play and interviews to name but a few of the ways that we engage the children and make learning memorable. The curriculum is enriched with well designed and inclusive opportunities to learn outside the classroom. Children can immerse themselves in the past and use historical language in context.
- Each year group consider what a Moorside History learner is for them-they will practise and develop specific skills that have been planned for each year group that encourage their understanding of historical concepts.
- Children will be trained in key skills like questioning, enquiry, reflection and analysis and opportunities will be provided to apply these skills in different contexts.
- A common thread of teaching techniques will take place across the year groups; these will be practised, reviewed and revisited through the History topics so that children progress with the key skills.
- Each historical topic will have clear objectives that are reflected on and reviewed by the pupils as they work.
- Each child learns at their pace with opportunities to challenge and extend their thinking and develop a more sophisticated response over the primary years.
- Emphasis is placed on the talk and the engagement of pupils when learning.
- We encourage a sense of pride for their local community with visits to local historical areas of interest.
- A sense of empathy is valued and the language of emotion is encouraged. Children's emotional intelligence is valued and encouraged.
- Enthusiasm for the subject is modelled by all adults in the class as we aim to develop a sense of genuine enjoyment of the subject in the children.
- We value real experiences with real artefacts to create a sense of awe and wonder with their learning.
- We aim to support the development of enquiring minds-the children have a voice; each topic begins from their understanding; children's ideas and opinions are valued and encouraged. The children realize the importance of talk.
- Questioning, problem solving, debating and the understanding of new historical language are skills that are overtly taught.
- We encourage and model open-ended questioning and provide a varied and exciting range of resources to stimulate their enquiry skills.

Impact

What children know and remember (and how we know)

- The curriculum through school is planned by the subject leader in conjunction with the different year group teams; this enables progression to be clearly built in to all experiences, with starting points building on previous learning.
- Subject-specific KLIPs for History are used to assess children's knowledge and progress within these subject areas; these are referred to explicitly where appropriate, then evidenced throughout the topic.
- Evidence in topic books reflects an individual's learning – not a group – and is evidenced and responded to by children or an adult as appropriate. Photographs can be used as long as they are child-specific and link to KLIPs, with evidence of learning / feedback made explicit.
- Informal assessment takes place through talking and clarifying ideas. Speaking and listening is crucial and valued.
- Teaching is modified as it is taught and learning activities are adapted accordingly with ongoing feedback to address any difficulties.
- A good use of adult questioning is used to assess and advance children's learning.
- Skills and concepts are revisited and become more sophisticated over the primary years; we will evidence this by outcome in the process.
- A good starting point and ending point is vital to inform progress for each child.