**History Intent**

At Bedford Drive Primary School, we have constructed an ambitious History curriculum, which follows the content of the EYFS statutory framework and the National Curriculum.

The History curriculum feeds into the whole school curriculum Our History curriculum is a knowledge-engaged one, meaning that pupils learn skills alongside knowledge, ensuring that both are explicitly developed. It builds upon pupils’ prior knowledge, development and understanding.

We provide opportunities for pupils to discuss feelings and opinions about their knowledge of History and to respect and value the work and opinion of others, work collaboratively on projects and be respectful towards each other’s ideas and opinions.

We have planned a range of experiences and educational visits for pupils to enhance the History curriculum. These experiences such as visiting local museums, galleries, participating in historical workshops or engaging with specialists are opportunities which pupils may not normally have access to. The range of experience and learning opportunities we offer ensures that our pupils benefit from a variety of spiritual, moral, social and cultural activities.

We provide an inclusive curriculum, ensuring those who have special educational needs and/or disabilities and those who are disadvantaged can all receive the same opportunities as their peers in History. Expectations are high for every pupil with appropriate levels of challenge and support. The schemes of work, which we have created at Bedford Drive are ambitious; they help children, many of whom start at Bedford Drive below age related expectations, to quickly gain knowledge and skills. We want our pupils to ***remember more, know more and understand more*** about History and historical knowledge of our local area, nationally and globally.

Within our History scheme of work, we have built in opportunities for repetition and practise of essential knowledge, skills and understanding. This ensures that pupils are able to revisit previous learning and help them to transfer this learning into the long term memory. We aim to build schemas to help our pupils make meaningful connections, develop higher thinking orders and deeper understanding. To promote this, we have three key concepts woven throughout our curriculum: ***community and culture, hierarchy and power and conflict and disaster.***

**EYFS End Point:**

By the end of Foundation Stage 2, pupils will be ready to access the KS1 programme of study. They will confidently be able to talk about past and present and be able discuss events in their life and personal experience.

**In Key Stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**In Key Stage 2**

The pupils will gain knowledge and understanding of British, local and world history, establishing clear chronological narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Reading is a vital skill and a key to the world to future success and this is prioritised within our curriculum.

At Bedford Drive we aim to develop:

**Successful learners** – we teach lessons that have chances for pupils to be analytical, curious and to articulate their thinking, ideas and opinions.

**Confident individuals** – we teach lessons that give opportunities for pupils to express their thoughts, ideas and opinions, as well as taking into consideration the opinion and viewpoints of others.

**Responsible citizens** – we teach pupils to be resourceful learners who use their initiative, and make a positive contribution to society and become global citizens.

Cultural capital is a key feature within our schemes of work; pupils are exposed to a range of great historical figures, eras and cultures who have shaped our history and have contributed to the culture, creativity and wealth of our nation, as well as some of the greatest achievements of mankind.

**Implementation**

At Bedford Drive Primary, we are committed to supporting and training our staff. To help staff improve their History subject knowledge, we are linked to local subject networks, have staff CPD sessions.

We are determined that our children are taught by knowledgeable experts, all teachers are helped through planning meetings, shared teaching and courses to improve their subject knowledge. We use historical websites, books and visits to places of historical interest to enhance our knowledge. We are members of the Historical Association.

We support and advise staff with how to demonstrate and explain Historical concepts to children. Teachers use a range of resources such as books, images, websites and artefacts to help them develop pupils’ discussion, oracy and presentation skills. Teachers demonstrate and explain key vocabulary and terminology which pupils need to access the lesson. Children are encouraged to debate their ideas, giving evidence from historical sources they have studied.

Common misconceptions are identified when planning History lessons to avoid common errors when teaching, for example ensuring chronology of eras is understood correctly in KS2. Also knowing the difference between fact and fiction in KS1.

We implement our History schemes of work through well-structured lessons; ensuring that we revisit and revise prior learning using strategies such as quizzes, games, online learning and recapping previous lessons. Where relevant we visit historical sites, museums and places of interest. This helps to develop memory and ensure knowledge, skills and understanding becomes part of the long-term memory.

Our ambitious and carefully sequenced History curriculum and planning means that we have opportunities for repetition and practise of essential knowledge, skills and understanding within History.

We use a ‘mastery’ approach within History; this ensures that pupils are able to revisit previous learning and help them to remember in the long term, content taught and how to integrate new knowledge into larger concepts. We want to move our pupils’ thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge.

We encourage the development of enquiry skills to assist in this development. From looking at historical sources we expect our children to form opinions and ideas which they can discuss in a meaningful way.

Teachers use assessment well; we use our school tracking system, ‘Insight’ to track the progress and attainment within History. Using assessment for learning means that staff can be flexible and reshape a lesson if they identify a misconception or error, which can quickly and easily be addressed and corrected. This is then used to inform future planning and to fill gaps in knowledge and understanding.

Key vocabulary is identified and used and as oracy is an important part of our curriculum, we ensure that pupils have opportunities in History to discuss, debate and present their work, thoughts and opinions.

There are a number of ways in which you can support your child at home with their learning and Mrs Gordon has recommended for you:

Visit one of our local museums! We are lucky enough to have a number close by that they preserve some fascinating moments from History, both locally and internationally. The best bit is that they are free to attend! Why not visit one weekend or during the school holidays.

**Impact**

At Bedford Drive, we want our children to know more and remember more. Therefore, we use formative and summative assessment information to inform planning.

Our tracking system, Insight, allows staff to assess systematically what they children know as the unit of work progresses, which is then used to inform future planning. Staff can quickly see, which child or group of children need further support in their History unit of work and incorporate this into planning. These formative assessments, then inform our summative assessment judgements, in each subject.

As part of our monitoring cycle, SLT and Subject Leaders monitor all subjects over the academic year. Monitoring includes: books looks, learning walks/lesson observations, pupil voice and/or parent voice. Our Governors are also part of this process. Through this rigorous monitoring cycle, we have the opportunity to see the impact of our curriculum upon the children.

We believe that through the History curriculum, we can impact on what a child is feeling about themselves so that they feel confident and competent historians; ready to tackle any challenge that they may face. Our curriculum ensures that every child receives an appropriate mix of academic and personal development and here at Bedford Drive, we place high priority on ensuring children’s physical and mental well-being needs are being met.

Our full and rich curriculum, with its excellent range of experience ensures that every pupil at Bedford Drive Primary School makes good progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

We will see:

**Successful learners** – as children confidently and passionately talk to us about their historical learning. Children who have a wide vocabulary are able to apply their historical skills. Basic skills taught will enable children to move to the next stage of their learning and knowledge will equip our children to be good citizens in a multi-cultural Britain.

**Confident individuals** – who enjoy coming into school and are invested with their learning, showing a resilient, can do attitude. Through enquiry learning, the use of evidence and sources children are able to articulate opinions and viewpoints.

**Responsible citizens** – who confidently talk about a difference they can make for **themselves**; through learning about how to be a good learner and a kind friend; our **society** through projects such as ‘Adrift’ where all children learn about social justice; and **globally**, where all children learn about conservation through a project with Chester Zoo.