



Wider Curriculum at All Souls' CEP

History Vision

Our vision is to fulfil the entitlement of each child to an outstanding education in History, that enables children to develop a deeper understanding of our present world by studying the past. Pupils will be provided with a range of opportunities to discover and build upon their knowledge through investigating chronology, asking and answering questions using a variety of sources and evaluating past events and their impact, this coupled with a carefully chosen curriculum, creative activities and History linked school trips will grow enthusiasm and excitement. This approach will help develop curiosity about our past and equip our learners with the knowledge they need to acquire a life long understanding of past events and their link to our lives today.

'Curiosity, knowledge and aspiration'

Key Principles

- ◆ Teacher and children view the History curriculum as sequential: pupils build knowledge of key concepts and the relationships between throughout their education.
- ◆ Passion and high expectations for History modelled by teachers and adults.
- ◆ Clear explanations that offer a 'build on build' to the introduction of new content,
- ◆ Introduction and development of History specific vocabulary—developing a broad-ranging vocabulary to communicate ideas.
- ◆ Revisiting key concepts to ensure children develop an exceptionally secure understanding of concepts taught (mindful of working-memory capacity).
- ◆ Explicit teaching of the concepts and procedures needed.
- ◆ A secure knowledge of chronology, and how key periods studied fit within a timeline, will be developed.
- ◆ Teachers develop expertise within History through regular access to continuing professional development, and access to specialist teachers/subject leads/Academy History Hubs.
- ◆ High quality assessment (formative assessment embedded within the sequence).

Impact Criteria

- ◆ Formative and summative assessment show progression in learning.
- ◆ Use of key (or developing in EYFS) vocabulary is apparent in written work.
- ◆ Long term plans show progression in subject knowledge year on year.
- ◆ Children show increasingly positive attitudes towards History.
- ◆ Lesson observations show high quality teaching within a sequence.
- ◆ Teachers show increased confidence in subject knowledge.
- ◆ Children can discuss how current learning build on previous learning.