









<p>Vision</p> <p>Through our Curriculum, we are passionate about our children being curious about the past. We shape learning to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should also enable children to understand the process of change, the diversity of societies and relationships between different groups. As Marcus Garvey, Jamaica's first national hero, said 'A people without the knowledge of their history, origin and culture is like a tree without roots.'</p>	<p></p> <p>Intent</p> <p>Teaching our children History through a discovery-based curriculum instils a love of independent learning and investigation. We therefore ensure there is a wide breadth of study that allows children to gain a coherent understanding of each of the Chris Quigley 'Knowledge Categories' which highlight areas such as war, settlements, beliefs or society. Therefore, by the end of each Key Stage their subject knowledge and understanding grows.</p>	<p></p> <p>Implementation, Content and Sequencing</p> <p>As a small school with mixed year classes, we have a rolling program of study making use of the Chris Quigley Curriculum Companion that allows both breadth of study so that the National Curriculum coverage is met and assessment goals. In Early Years, children will talk about past events in their own lives. In Key Stage One this will develop to events in living memory or significant national events while in Key Stage Two study will include national and international events and periods of time. Although we teach subject specific content, we strengthen this through intra-curriculum links. Our children often have a limited knowledge of the world outside our locality, so we aim to provide opportunities to increase vocabulary, provide background knowledge and develop cultural capital with trips and visits.</p>	
<p></p> <p>Links with other subjects</p> <ul style="list-style-type: none"> History has strong links with English and non-fiction writing. Geographical and historical learning is often intertwined. National Celebrations such as Bonfire Night, Remembrance Day, Harvest Festival, Royal or National celebrations. 	<p></p> <p>Impact</p> <p>The impact of the history curriculum is that children understand how the past influences the present and the future. The historical concepts and skills are mastered when a child can use appropriate language to explain their ideas and independently apply their knowledge. Most importantly History engages and excites our learners who are at the heart of all we do.</p>	<p></p> <p>Progress</p> <p>As the learning develops over time, we observe the children's ability to access the basic, advancing or deep understanding of an area of study develop through each class over the period of the rolling program. The Proof of Progress (Pop) tasks within the Curriculum Companion, show the understanding of vocabulary and topic specific knowledge for the learning taking place.</p>	<p></p> <p>Support</p> <p>Presenting History in a variety of ways to engage all our learners, through text, pictures, film, drama and artefacts.</p> <ul style="list-style-type: none"> Pre teach vocabulary. Provide supports such as pictures/ word mats/ templates. Additional adult support to allow children to access the full scope of learning.