

#### \*\*\*\* Intent –

The history curriculum at Compton and Up Marden makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Compton and Up Marden is carefully planned and structured by all teachers, with an overview of topics and progression determined by the subject lead. This ensures that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Compton and Up Marden aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- To understand the roots of our British Values and that of our School's Ethos, rooted in local and national.

#### \*\*\*\*\* Implementation -

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, staff have access to the Hamilton plans and resources, however, teachers lesson design is not limited by this. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

\*\*\*\* Impact –

Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Pupils detail their knowledge and what they like to know at the beginning of learning journeys to create ownership and stimulate passion in their learning. Children review the agreed successes at the end of every topic with support from their teachers, where necessary. Children also record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Chronology and thematic planning allows children to see history as a progressive line of dates but to see patterns and make comparisons and contrasts between key cultures/civilisations not directly linked by geography or contemporaneous interaction. Frequent visits to enhance the Culture Capital of this subject by a skilled historian give pupils an excellent resource to make enquiry of and to handle real or replica artefacts.