



The Teaching of History Intent –

History fires pupil's curiosity about the past in Britain and the wider world. Through a study of historical concepts and knowledge we aim for our children to build understanding of Characteristics, Chronology and influences and apply these across their learning. Our pupils will be enthused by the subject and understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups. As well as their own identity and the challenges of their time. This will mean that upon leaving, our children will have developed into young, mature historians who have an informed historical perspective on their world.

Key historical concepts
Chronology
Interpretation
Cause & Consequence
Source Enquiry
Significance

The Implementation of History at Ravensdale

Two units of History are covered across each year as part of an overall topic, theme. Many of these units are revisited and closely linked to geography in different year groups, connecting and extending understanding and previous learning. Children have either weekly History lessons taught as part of an overall topic theme and spread over the whole term or blocked sessions over a shorter time. Throughout KS2 these topics include a local history studies, British studies, European study and a World history study.

Knowledge – Here is an overview of the knowledge taught – more detailed information is available in the progression documentation.

Declarative Knowledge Knowledge and understanding of times and places of the past.		Procedural Knowledge Thinking and working like a historian		
Chronological knowledge / understanding (including characteristics features of periods	Historical terms and key vocabulary	Historical Concepts	Historical Enquiry & Interpretations of history	Using evidence & communicating ideas.

The national curriculum for history aims to ensure that all pupils:

- *Know and understand the idea of **Chronology** – from earliest civilizations to present day, including how people's lives have shaped Britain, the wider world and the influences of each.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and challenges of mankind.
- gain and deploy a **historically grounded understanding of abstract terms** such as 'empire', 'civilization', 'parliament' and 'peasantry'
- understand **historical concepts** such as **continuity and change, cause and consequence, similarity, difference** and **significance**, and use them to **make connections, draw contrasts, analyse trends, frame historically-valid questions** and create their own **structured accounts, including written narratives and analyses.**
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, form arguments and **interpretations** of the past.
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The Impact of Learning History at Ravensdale

Our History curriculum will ensure all pupils develop key history skills, as set out by the national curriculum. Teachers will observe and see evidence of:

- application of historical skill and knowledge through new concepts.
- reference to difference time periods in history and linkage from one historical era to another.
- use of historical enquiry and questioning.
- knowledge and application or relevant and developing vocabulary.
- formal assessment against a given set of criteria and an assessment level is reported to parents as part of the end of year report.
- the subject lead follows a clear timetable of monitoring.

A variety of monitoring is undertaken by the History subject leader on a yearly basis including:

- book scrutinise
 - planning scrutinises
 - lesson observations
 - review of assessment data
 - pupil interviews
- Feedback from monitoring is given to teachers and leaders who use this to strengthen their practice, which should lead to stronger pupil outcomes.
- Where a shared need for CPD for History is identified, time is allocated in the staff meeting schedule to act upon this and improve teaching practice.

Monitoring progress and attainment:

Teachers assess the children's progress against the intended learning outcomes for each unit of work. Children are assessed at working towards (WT), reaching the expected standard (EX) or achieving a mastery level (GD) for their year group. Parents are informed of this outcome in the annual summer report.

KEY HISTORICAL CONCEPTS ***Chronology** ***Interpretation** ***Cause and Consequence** ***Source enquiry** ***Significance**

Year group coverage

Year 3	Year 4	Year 5	Year 6
>Ancient Egyptians >Ancient Britain	>Invaders and Settlers >The Great Plague	>Ancient Greece >Victorians & The Industrial Revolution	>World War Two > Islamic Civilisation