



## **History curriculum statement**

**'A people without the knowledge of their history, origin and culture is like a tree without roots'**

**(Political activist Marcus Garvey)**

### **Intent**

At Boston West Academy, the aim of our history curriculum is to 'help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past' (NC 2014)

By learning about the chronological narrative of British history, significant aspects of the history of the wider world and local connections to the past, it is our aim that they can develop a sense of identity and cultural understanding based on their historical heritage. Our history curriculum allows children to consider their locality through specific local history studies and by making connections when looking at broader themes. One of school key drivers is 'learning beyond the classroom,' therefore we aim to extend knowledge and understanding of the past in our local area through regular planned visits and engaging in opportunities with local groups.

Our history curriculum encourages all children to gain knowledge, acquire subject specific vocabulary and develop an understanding of historical concepts and skills. Our history curriculum is ambitious and designed to give all learners including those with SEND the knowledge and skills they need to succeed.

Through focussed historical enquiries we enable the children to investigate, analyse and communicate as individuals and as part of a group.

### **Implementation**

Our history curriculum at Boston West is underpinned by the National Curriculum. Our knowledge progression overview document sets out what year groups teach each term in line with the aims of the National Curriculum. It shows the links with previous areas of study and the next steps in learning. We use the document to introduce appropriate historical vocabulary for each year group as well as the skills and concepts to be developed.

We utilise units of work from The Historical Association and Key Stage History to guide history planning. These are used alongside a knowledge-based document for each unit of study. This document shows essential knowledge, key enquiry questions and specific vocabulary to be considered for each unit of study. We want the children not only to acquire knowledge but develop the skills to be historians and use these skills across all subject areas. Lessons are planned using these documents to help ensure progression throughout Key Stage 1 and Key Stage 2. We use historical artefacts,

*Working together for success*



visitors, workshops and visits to excite and inspire our children to find out more about events and people from the past wherever possible.

To support assessment of children's understanding each child creates a 'double-page spread' at the end of a topic and this is used by the class teacher to assess the child against the history guidance on the school non-core assessment grid at the end of each term.

The EYFS framework, Understanding the World EGL- Past and Present underpins the history curriculum for our foundation stage children. Through topics they are given the opportunity to talk about the lives of the people around them and their roles in society. Through planned topics they know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. At Boston West we provide high quality reading opportunities so that the children can explore the past through settings, characters and events, using appropriate vocabulary for the passing of time.

### **Impact**

- Pupils will have developed a passion for learning about events, peoples, and societies in the past.
- Pupils will develop a sense of chronology
- Pupils will be able to ask and answer enquiry questions.
- Pupils will plan, research, and carry out their own enquiries.
- Pupils will learn to analyse and use evidence to make their own judgements.
- Pupils will make connections and comparisons between different periods in history
- Pupils will recognise the way that the past events have influenced our lives today

Impact is measured through both formative and summative assessment opportunities. Assessment data is collated three times a year to inform an end of year judgement which is reported to parents.