History—Subject on a Page

Impact—So What?

Children talk confidently about their learning using appropriate and technical vocabulary.

Children can recall previous knowledge and are prepared for the next stage of their learning.

Children can make links between history and the character virtues of our school.

Children demonstrate a love or appreciation of history and talk confidently about a range of periods throughout history.

Children enjoy history lessons and are confident to demonstrate and discuss their learning with others.

Children confidently apply their knowledge to other areas of learning as well as to the world around them.

Implementation—How?

Follow a clearly sequenced and progressive program of study based on the National Curriculum objectives.

High quality teaching that is appropriately pitched to individual children.

Historical enquiry is valued and links are made with children's personal experiences and prior knowledge.

Seek answers to questions individual research and analysing source material.

Children use their Chromebooks to enhance learning for individual research and recording of knowledge.

Read, spell and pronounce topic vocabulary accurately.

Intent—Why?

At Combe Martin, our main goal is for our pupils to develop a deep knowledge and understanding of the history and heritage of our local community, country and the wider world. We want to ensure that learning is engaging, actively promoting an understanding of key historical events through the exploration of skills and knowledge. Through an exciting, broad humanities curriculum, in History, we aim to inspire the children's curiosity and for them to be independent, lifelong learners and enquirers of local, national and global issues. We will study significant individuals and events that have shaped our world in order to promote children's aspirations for themselves. Our creative, thematic approach to learning will help pupils gain a coherent knowledge and understanding of Britain's past and its links to present day. We will encourage fascination about the world and its people, further embedding an understanding of diversity in the ever-changing world. We intend to inspire all children to excel in History and tailor our teaching and learning to suit their needs. As well as following a key-stage appropriate progressional program of study, there are planned opportunities for cross-curricular learning including trips, visitors and residentials, maximizing the use of our surroundings and local area.

Opportunities for children to reflect, recap and review learning through the Maestro structure of Engage, Develop, Innovate and Express. The development of lessons enables the retention of knowledge in the long term memory. Teachers assess children's application of key skills at the end of each lesson.

Mind maps could be used to give opportunities to return to previous areas of learning, recall prior knowledge, make links and gain a deeper understanding.

Children have a sound understanding of chronology and develop a range skills: thinking independently, asking questions, making links, written and verbal explanations, recognise similarities and differences between different periods in history.

Children record knowledge and understanding in a range of ways using dates and key terms appropriately.

Children can analyse a range of source material to promote evidence about the past.

Building cultural capital of all individuals with enrichment activities, trips and visitors to bring learning to life and give children hands on experiences.

Make links with local museums and utilise these connections to enhance learning.

Children read, spell and pronounce topic vocabulary accurately.

Children have an understanding key historical events/people and how they have made an impact on our world.

Children will want to study history further in their future education.