



History

Intent

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the history of Britain and other societies and epochs. In this, students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage. History at Gravenhurst Academy aims to be ambitious, and motivating. We aim to be ambitious in our coverage of history and thorough in the teaching of historical skills. We aim to be motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past.

At Gravenhurst Academy School, we have designed our history curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- To discover links and connections to the history they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in history may differ
- Draw on similarities and differences within given time frames and across previously taught history eg. Slavery in Roman and Egyptian times and slavery in the 19th century Y3 and Y4

Implementation

A regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further.

The teaching, learning and sequencing of the History curriculum follows:

- A two-year rolling programme of topics drawn from the national curriculum is delivered so that each child covers them once during the four years. See Long term plan.
- In KS1, the historical skills will focus on the world around them and their living memory of history before moving to events that go beyond living history. This will ensure a firm foundation for KS2 history.
- In KS2, the curriculum has been developed to appeal to the children's interests, but because there are two years in each class cannot be delivered in a smooth chronological sequence, however each year works forwards in time from the Romans to the Tudors for example.



- The progression of skills is set out in order to build and develop the following:
- Chronological Understanding
- Knowledge and understanding of events, people and changes in the past
- Connection and historical links
- Interpretations of history
- Historical enquiry

See curriculum maps to chart progression of skills as envisaged. The use of knowledge organisers aid teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit. Links across the curriculum are exploited to ensure knowledge is seen as connected and not separate for example local studies using school photos and linking to the geographical setting, and linking units in English non-fiction genres to historical inquiry using power points.

- Where applicable, children will experience high-quality visits/visitors to further appreciate the impact of history, using local resources and museums where possible, including whole days of activities.

Impact

- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of history on a local level and on a small-scale.
- Children will begin to develop enquiry skills to pursue their own interests within a topic and further questioning.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Children will develop the ability to think about evidence critically, asking questions about the evidence they are presented and understanding bias and other points of view, for example propaganda in World War II.