



Work Hard – Be Kind

Intent, Implementation & Impact

I am a Historian

What is History?

200,000 years ago, modern humans evolved. Understanding the story of humankind before writing is known as pre-history. Using artefacts and material evidence of humankind's impact on environments to explain the story is archaeology. Approximately 5,000 years ago (3500 B.C), ancient Sumerians of Mesopotamia invented writing. The study of the story, writing and the writings by historians since that time, is history.

Intent: At King's Oak Academy, we intend for children to see themselves as historians by actively engaging with the knowledge, concepts and skills of a historian. The scope of the curriculum is both broad and deep, offering children the opportunity to engage with a wide range of historical locations, eras, civilisations, events and people. In order to be a historian, it is essential that children are able to recognise historical concepts as they re-occur throughout time and place. The iterative nature of our curriculum is intended to ensure the children have repeated opportunities to engage with the same concept in different historical contexts. Our lesson sequences, aim to embed a clear understanding of the chronological order of world history and the sequence of topical events. The acquisition of subject specific vocabulary is essential for developing understanding and acquiring the voice of the historian. The ability to compare and contrast times and places and to make reasoned and thoughtful conclusions regarding areas of study should manifest as children move through the school.

Children are provided with the opportunities to engage in active learning, to investigate historical artefacts, accounts, documents and images. Resources and practical activities, including workshops and visits are made available to bring places, times and events to life and thereby broaden the children's concept of the world and their place within it. The curriculum aims to ignite within children a curiosity about the historical world which provides meaning and gives context to their present; encouraging them to undertake independent learning beyond the classroom.

Implementation: The CLF curriculum has been refined and further developed into a KOA curriculum, covering what we believe the children should learn. A lesson sequence covering knowledge and concepts has been developed with the teachers to implement in the classroom. Each topic has a 'topic cover' with assessment questions on. These will be stuck into books at the start of each unit. There will be an elicitation activity related to subject specific vocabulary at the start of each new unit. The children will also have the opportunity to generate their own historically relevant questions. The first lesson of each sequence will be a chronology lesson. Each sequence will include the study of at least one significant person or event. The progression of concepts and skills will be made clear across the school and teachers will introduce the concepts and knowledge to the children with age-appropriate vocabulary and questions. As part of our teaching sequence, children will develop their skills and embed knowledge by hypothesising, analysing, researching, comparing, explaining and concluding. There are high expectations regarding quality recording in Enquiry books.

Topic related books will be available in each classroom to allow children to self-select texts to support their research. In addition, the teaching of knowledge is furthered using curriculum linked texts in whole class reading lessons. Wherever possible, carefully chosen and well-planned DT projects can also be used to add a further dimension to children's engagement and knowledge development. Children will be given the opportunity to work collaboratively, sharing ideas and knowledge and supporting each other's learning journey. Practical activities will be planned in which children are given the opportunity to practise the skills learned in the classroom, such as interrogating primary and secondary resources. Each topic will conclude with revisiting the assessment questions on the 'topic cover'. There will also be a repeat of the elicitation activity. When appropriate, a cross-curricular writing activity may be used as an assessment. After each lesson, teachers will complete a formative feedback form to inform the 'review' slide at the start of the next lesson.

EYFS

In Reception, children work as Historians through the Understanding of the World curriculum strand. There is a balance of adult-led and child-initiated learning opportunities which enable children to make sense of the past and some of the main historical concepts and skills that they will build on in Y1 and beyond. Stories are also used to support children's understanding and are woven into the daily Reading for Pleasure time. Children's learning is recorded in Learning Diaries where appropriate to support assessment and teacher's knowledge of each child's understanding in this domain.

Impact: Children will be able to explain how they have been historians and they will be able to discuss their new knowledge making reference to historical periods, people and events. They will be aware of the concepts they have covered, and should as they progress through the school, be able to define and explain the concepts pointing to other times and places where it may re-occur. They will be able to explain what resources they engaged with and what they were able to infer from those resources. They will be able to use topic and subject specific vocabulary when explaining their knowledge understanding and should be able to reference to a number of sources. They will show awareness that their knowledge is based on the resources that are available to them but that there are many other sources. In KS2, they will be aware that there is often more than one version of history, resources may contain bias. In addition, they will be able to answer questions by making links between areas of study and in some cases return to old learning to reappraise it with new ideas, thereby showing progression of ideas and concepts.