



*SOWING THE SEEDS OF LEARNING, THROUGH  
COURAGE, COMPASSION AND COMMUNITY.*



## **History**

### **INTENT**

Knowledge of the past is important for securing a better future. Our strong history curriculum at Cranham Cof E school, provides insight into human behaviour and, crucially, the links between different events and time periods.

Our history curriculum uses the National Curriculum as a basis, with in-depth studies in areas of particular interest to Gloucestershire such as the Romans. When selecting significant people or events to study, we included a wide range of cultures, as we currently have a heavily White British demographic at Cranham. History is taught throughout the year, but is a heavy focus in the Autumn, as part of our Past, present, future approach. Areas of study are linked into a 'topic' framework, so that learning in other subjects compliments the history learning.

History is planned using 'Big questions' promoting the curiosity that is central to the subject. The learning is sequenced in phases to support our mixed age teaching, with progression secured through our skills document. Pupils in EYFS learn about the past in terms of their own development from babyhood, and in terms of direct family connections. This provides a good basis for the work on history within living memory in Key Stage 1.

### **IMPLEMENTATION**

Our 2 year rolling programme allows us to build resources and staff knowledge around the topics we have selected to teach. Staff have identified key History skills and these are revisited and assessed on an ongoing basis in lessons. Learning objectives for each lesson are broken down into key knowledge and skills, and teachers assess against these, with next steps offered to challenge thinking. Pupils are taught to make notes during teacher input and when exploring artefacts or sources, as part of our focus on supporting children's working memory.

We seek to provide memorable experiences that will help the learning to 'stick', promote discussion and encourage empathy. This approach supports our learners with SEND and those with minimal cultural capital. Children are taught the skills to evaluate a range of evidence and draw conclusions from this. Guided reading sessions are often used to familiarise children with background knowledge on history topics. The use of artefacts and primary sources engages pupils, and structured opportunities for discussion support those with barriers to literacy.

## **INTENT**

As a result of our History curriculum, we believe that pupils will be enthusiastic about the subject, and understand how change is part of life. Pupils will be equipped with knowledge about significant events and the impact that these had on the people (both at the time and in the present day). They will have acquired life skills such as evaluating the value of sources, and they will understand the importance of retaining this information to develop a picture of events from different perspectives. The impact of our History curriculum is that our learners are equipped with the Historical skills and knowledge that will enable them to be ready for the secondary curriculum, and for life as an adult in the wider world.