



*'Working together, learning together, achieving together'*

At Mattishall Primary School we value the whole child and balance their academic needs with their social, emotional and personal development. We nurture children to have active, inquisitive and creative minds. We help them by:

- *providing a high-quality curriculum with a clear pedagogical approach*
- *developing empathy, confidence and resilience*
- *recognising what equality, diversity and tolerance means*
- *equipping them with 'life skills' and behaviours for learning*
- *encouraging individuality*
- *having high expectations and celebrating success and achievement*
- *raising aspirations for the present and future*
- *providing a stimulating environment*
- *promoting a positive partnership with our parents/carers*
- *developing independent global citizens of the future*

## **Intent**

History is everywhere we are. Studying History fosters a sense of curiosity, awe and wonder about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand that the past influences the present. We want to enable children to develop a context for their own growing sense of identity and that of others. Providing a chronological framework for their knowledge of significant events and people gives them a mental map to add coherence and significance to what they learn. What they learn through history can influence their decisions about personal choices, attitudes and values that in turn will impact upon others.

Through our History curriculum it is our intent that we develop children's skills, knowledge and understanding through a series of Big Ideas:

Humankind; Understanding what it means to be human and how human behaviour has shaped the world;

Comparison; Understanding how and why things are the same or different.

Significance; Understanding why significant people, places, events and inventions matter and how they have shaped the world.

Change; Understanding why and how things have changed over time.

Our teaching of History aims to excite and surprise our children and motivate their curiosity to ask questions and seek answers thus allowing them to make links between their lives and the past.

Our teaching of history intends to present our children with inspiring people in history who had positive impacts on the world. In turn we believe this will build their own aspirations about the possibilities created by their fellow humans often where adversity required resilience to succeed.

## **Implementation**

Our history curriculum is built and implemented through progressive and chronological building blocks to coherently develop children's historical vocabulary, knowledge, skills and understanding. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. Our children will study a series of projects with a growing focus on enquiry using evidence; it is our belief that by giving children ownership to ask and answer their own questions will motivate them to succeed. Where possible, projects in other curriculum areas will have direct links to help build connections.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. By providing opportunities to learn about significant historical individuals, groups and societies our children will get a sense of the pride and achievement available to mankind, which may inspire them to do positively impactful things.

All learning will start by revisiting prior knowledge using Knowledge Organisers and Vocabulary Mats. We want children to be able to see their own growing skills, knowledge and understanding so use these as a starting point and a continued reference point.

Staff will model and explicitly explain the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. "Vocabulary Victories", relate to their vocabulary mats, where children highlight words they already understand in "Baseline Blue". Upon meeting new words, they will highlight them in "Yay, I've met it Yellow!" ensuring all children can celebrate success in all lessons.

*At the end of each project children are given specific opportunities to connect and engage with all their learning through collaborative Open Book quizzes. Here, they will draw on all the key learning they have collected along the project and consolidate it in one place. By revisiting their own collection of work and relating it back to the Knowledge Organiser will give them opportunities to have those "light bulb" moments.*

*Enrichment - TBC*

*Wider Community - TBC*

## **Impact**

*We have different ways of measuring the success of learning across the curriculum. This allows children to celebrate their successes as well as knowing what they need to do to progress. These may include:*

*Statutory assessment (Maths, English)*

*Adult observation including staff, parent/carers and governors*

*Self-Assessment (Traffic light)*

*Attainment Tracker*

*Recorded Tasks (Children's work)*

*Verbal Feedback*

*End of unit quizzes*

*Vocab Victories*

*Video /photo evidence*

*Performance*

*Talking Partners*

*Peer feedback*

*Pupil Progress Tracking meetings*

*Pupil Passport (SEND)*