

# Subject at a Glance: History

Our aim is to build inquisitive historians, through an enquiry based curriculum, who form educated opinions and ask further questions around their chronological knowledge. The children should know their place in history and recognise how history impacts on modern day life.

## Intent – What do we aim to deliver?

To build historians who are encouraged to ask questions and be curious about the past. They should be guided to wonder what the world would be like if things hadn't happened the way that they had and understand the influence of a period of time on modern day life. The cause and consequence of events/people/times should be explored.



To provide the children with sufficient knowledge that they form opinions from sources and information so that they can debate around history.

To compare and contrast periods of time and the modern day giving reasons for changes and why things have happened.

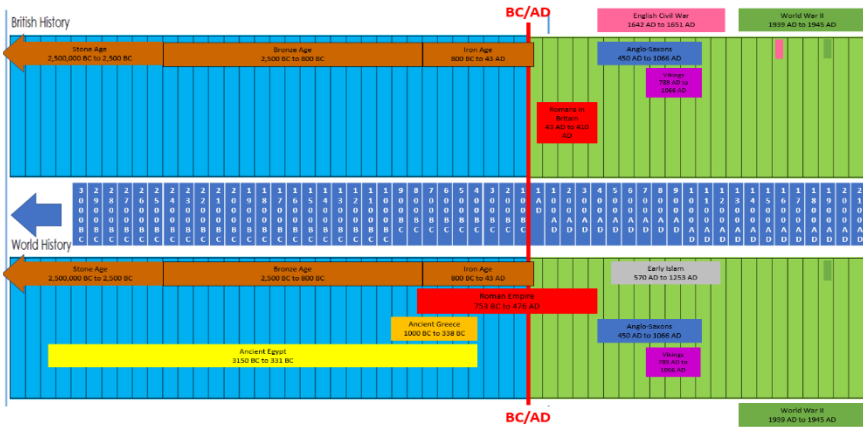
## Implementation – How do we aim to deliver it?

**Enquiry-based Curriculum**

Our geography teaching is based around a bespoke, enquiry-based curriculum. We focus each topic around an over-arching enquiry based question with each lesson forming an 'I can...' objective geared around subject specific learning. Our curriculum has been tailored to our local area and a chronological approach to history.

**Themes**

The teaching of history in KS2 is built around 4 key themes: community, belief, settlement and leadership. These themes run through the periods of time that the children learn about Year 3 to Year 6. The children should also begin to make links between periods of time through these themes.



## Impact – How will we know we have delivered it?

The majority of children in each year group are working at or above ARE for their age.

Children see the influence of a past civilisation/period time on their lives in the present.

Children understand chronology and use subject specific vocabulary when talking about history.

Children give informed and educated opinions whilst continuing to show a thirst for knowledge.