



PJS History Curriculum

History

At Perryfields Junior School the **intent** of our History curriculum (derived from the National Curriculum) is for children to understand the chronological historical narrative of Britain and how this compares to other ancient civilisations across the world. In addition, children should be critical thinkers and comment on historical change and evaluate how it has impacted on modern life. At Perryfields Junior School, we are historians and children will develop strong historical skills in the form of researching and analysing both primary and secondary historical sources to understand how they learn about the past.

Intent:

- lessons within sequences build upon one another to allow clear progression of skills and substantive knowledge
- children's skills progress year on year through opportunities to apply these to new situations when studying new topics
- children will have a deep understanding of second order concepts such as, 'cause and consequence' (causation), 'change and continuity', 'similarity and difference', and '**historical significance**'
- children study a combination of British and world history whereby local history is woven through topics (where applicable) to give them context and wider understanding of how history has affected them, their ancestors and others.
- children will use a wide range of other skills that aid their historical enquiry including writing, reading, speaking and listening, calculating using numbers, geographical skills, understanding of etymology (latin root words used in modern language)
- high levels of engagement
- children will have acquired sophisticated knowledge about key periods of history
- children will have the inclination and curiosity to ask and answer questions about the past whilst having the skills to discern more reliable sources of evidence.
- children will be critical thinkers
- be equipped for later life when seeking information about past events

Implementation:

- Historical skills taught alongside knowledge each lesson so that children have grasped the concepts needed in order to work like a historian.
- 'Do Now' opportunities every lesson to recall and revisit prior learning.
- Regular 'talk task' opportunities for children to verbalise learning and to draw out misconceptions to address
- 'Questioning' CPD and displays for CTs and LSAs to deepen understanding
- Whole school timelines in each classroom on display for CT's to refer to in order to visually show the concept of history throughout the ages.
- Taught in two-hour lessons every other half term to use and build upon some geography skills taught in the half term before/after.
- Learning journeys are on displays, in books and referred to each lesson to bring sequences of learning to the forefront of children's minds.
- second order concepts are revisited throughout different studies so that children can deepen their understanding.
- children are given equal opportunities through –
 - - appropriate adult support,
 - -a range of outcomes across units (allowing children to demonstrate understanding where writing could be a barrier)
 - -additional resources to support
 - -a range of visual, auditory, and kinaesthetic resources to appeal to all learners
 - -knowledge organisers sent home to allow children to discuss learning with adults

-enrichment opportunities within each year group including trips, visitors, competitions (HA writing) and events

-knowledge organisers are referred to, added to and revisited throughout lessons both independently and with teacher guidance

-working walls and displays are meaningful, added to by children and used in lessons to facilitate learning

-children are encouraged to ask and answer questions in class. Teachers model finding answers to questions that they may be unsure of or encourage children to find out the answers independently.

-In lessons, the concept of reliability of sources is revisited often and children are encouraged to be critical whilst sifting evidence and weighing arguments.

-children use a wide range of means of research materials to discover information about the past.

-links with local secondary schools so that as a junior school, we can ensure they are prepared for later life

Impact:

- children have high regard for history as a subject and are engaged in their learning
- children learn knowledge alongside skills to equip them for acquisition of knowledge in later life, as well as the ability to seek accurate information about the past.
- children are taught a diverse history curriculum to encourage tolerance, respect, acceptance and a sense of world community
- children feel valued through a sense of identity when studying local, British and world history which seek to represent a wide range of backgrounds
- children evaluate the mistakes and strengths of events in past societies
- children feel confident to ask and answer questions about the past
- children are prepared for secondary school as our curriculum prepares them for the KS2 curriculum
- children build upon prior understanding of the past from the infants
- children can recall what they have learned previously
- children independent learners who strive for excellence