



## Intent

At Thorndon Primary School we aim for a high-quality well-sequenced history curriculum that develops children's historical knowledge, skills and subject disciplines. History is integral in instilling curiosity and forming enquiring minds; it allows children to ask questions, consider reasoned judgements and develop curiosity about our past. As pupils progress through the curriculum, they should have a growing understanding of chronology, they should be able to consider the significance of events in the past and apply this to the world around them.

We want our children to enjoy and love learning about history by gaining knowledge and skills not just in the classroom environment, but also with the use of fieldwork and educational visits taking place each term during our Hook Days and Fantastic Finishes. Where possible, our history topics will also be used to facilitate cross-curricular learning, such as researching and writing. Our children will leave Thorndon as young historians, equipped with the skills, understanding and most importantly enthusiasm for the subject.

## Implementation

At Thorndon, the teaching and implementation of the History Curriculum is based on the National Curriculum and is planned using Cornerstones: Curriculum Maestro (Mixed age planning Curriculum 23 model). The Cornerstones approach follows the structure of: Memorable Experience, Engage, Develop, Innovate and Express.

- **Memorable Experience** - Children will use a range of sources or artefacts to build a picture of an event, person, place or time that they will learn about in an exciting hook day linked to their topic. They will also have opportunities to attend school trips linked with their topic area in a fantastic finish to their topic for the term.
- **Engage** - children immerse themselves in their theme gaining knowledge, vocabulary and understanding.

**Develop** - children build upon this knowledge to gain a deeper understanding

- and use their skills in a meaningful way to gain a better understanding of the world.
- **Innovate** - children broaden their understanding of the world to promote higher order thinking.
- **Express** - children reflect on their initial thoughts after research to formulate a well-thought-out opinion based on evidence.



Cornerstones provides a coherent subject scheme that develops children's skills (including: comparing and contrasting, reporting and concluding, viewing sources and artefacts) and knowledge (including: civilisations, everyday life, hierarchy and power). Children revisit and review their understanding of each of these areas as they progress through their primary school years.

### **Early Years**

History in the Early Years is taught through topic, focusing on the Early Learning Goal-

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

### **Key stage 1 - Pupils are taught:**

- About changes within living memory and their impact on national life
- About events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- About the lives of significant individuals in the past who have contributed to national and international achievements.
- About significant historical events, people and places in their own locality.

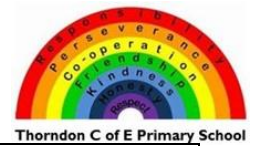
### **Key stage 2 - Pupils are taught:**

- About changes in Britain from the Stone Age to the Iron Age
- About the Roman Empire and its impact on Britain
- About Britain's settlement by the Anglo-Saxons and Scots
- About the Vikings and Anglo-Saxon struggle for the Kingdom of England
- About a local history study
- A study of an aspect or theme in British history that extends pupils' chronology beyond 1066
- About the achievements of the earliest civilisations
- About Ancient Greece
- About a non-European society that provides contrast with British history

Throughout their time at Thorndon, our children will develop their understanding and use of a range of historical skills including: chronology, making connections, comparing and contrasting, using evidence, asking questions and drawing conclusions.

## **Impact**

At Thorndon Primary school we aim:



- for children to leave our school with a good understanding of a range of History topics.
- To use our Christian values to guide and support our children to leave us with a broad, rich and deep knowledge of the world past and present.
- To enable children to be able to transfer the skills that they have mastered into wider contexts and are prepared for the next stages of their education.
- To plant the seeds of inquisitiveness and inspired them to always have their minds open to new learning.
- To review learning and the impact of our teaching by evaluating pupil voice, tracking attainment and progress.
- To celebrate and share highly effective practice proven to have an impact upon the children's learning.
- To improve the impact of the cornerstones' curriculum maestro by highlighting areas of development so that the learning remains memorable and has an impact on the experience, skills and knowledge developed.

By the time children leave Thorndon we want to have built a passion for History. They will be able to be critical, evaluating sources and artefacts as well as the thoughts and ideas of their peers. They will be able to participate in collaborative learning to further their understanding as well as complete independent historical enquiries. They will have experienced a wide range of historical periods and will be able to talk about these demonstrating an understanding of chronology and interconnectivity.

The Cornerstones curriculum is an ambitious curriculum which sets high standards for all children. Additionally, the children review and revise each previous lesson by looking back at the set question for the previous lesson and answering that question as well as they can from the previous week in green pen, building a bank of learnt knowledge as the topic progresses. Formative assessment happens throughout every history lesson where teachers ask questions and make observations to gauge their classes' understanding. Teachers use these assessments to offer on-the-spot support for children who require it and to inform future lesson planning. They also set a purple pen question for any children requiring extension work to extend their historical thinking further.

At the end of each long term (three times a year), the class teacher completes formal assessment by tracking the progress made against their year group's historical knowledge and skills. This is graded as: Expected or working towards expected.