



Mousehole School's History Curriculum

Intent

History is vital to a rich and broad primary education. At Mousehole, we aim to help children make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development.

Implementation

At Mousehole we have carefully considered the building blocks of progress in history, identifying knowledge that is essential to pupils' understanding of new material. Our curriculum is designed to build up pupils' knowledge of substantive concepts, such as empire, tax, trade and invasion. These are just some of the crucial components of pupils' comprehension of new material because they are abstract ideas, and therefore difficult to grasp, but are also used very commonly in history. Where appropriate and from the beginning of KS1 we use the correct and often complex historical vocabulary; maintaining our high expectations for pupils' learning. We ensure that we explicitly teach challenging concepts and use them regularly in context.

In history teaching, previous learning is revised at the beginning of each lesson and knowledge assessed throughout and at the end of a block of work. It is important to regularly revisit periods of history and cross-reference them with new learning.

The Mousehole School History curriculum has been designed with chronology in mind. It aims to develop pupils' knowledge of broad developments and historical periods, and provide them with a 'mental timeline' of the past. This knowledge supports pupils to place their learning in context both in history and across other subjects. There is a deliberate overlap in some areas of history curriculum between the Key Stages allowing for a different historical focus but in a similar time period to be explored.

In Early Years the teaching of history begins with the teaching of Knowledge and Understanding of the World. This includes; Past and Present, People, Cultures and Communities and the Natural World. The development of an understanding of a passing of time in the Early Years leads into the teaching of History from Tudor Britain through to the Victorian era in Key Stage 1, explored through the focus on a significant

individual or group of people. This knowledge is then built up in Lower Key Stage 2 and again in Upper Key Stage 2. Periods of history are revisited to ensure knowledge is retained and new information woven into the timeline, whilst the skills of the developing historians are tested and enhanced at each stage.

At Mousehole, we have carefully selected the skills that will be acquired with each period of history taught as well as the vocabulary we expect each pupil to understand and use confidently by the end of that body of work. Planning of the curriculum is guided by the National Curriculum and lesson content and subject knowledge is supported by the school's subscriptions to the History Society, Hamilton Trust and Twinkl, as well as trusted online resources like the BBC.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all history teaching and their particular needs supported to allow them to access the full history curriculum.

Impact

The introduction of a two-year History rolling programme has revealed through monitoring and Governor Forums that children have a deeper understanding of world history and the influence it has on our lives today. An essential question that provides the hook and introduces each project e.g. *"Why should we expect to connect with ancient civilisations?"* or *"Was the British Empire a force for good?"*

Rich and relevant curriculum experiences such as creating and running museum events, creative arts outcomes (music, drama, art), immersive learning (battles), acts to make historical learning more memorable. The opportunity to relate historical events to local lives, families, stories, myths and legends has served to make history relevant and once again, more memorable.

Next steps

- Develop the Mousehole History curriculum with the same scope and sequencing as that used in our Science Curriculum.
- Elevate the position of History as a subject within the school by creating a permanent timeline as a piece of artwork in the school hall. This will be used as a cross-curricular resource for other areas of learning like maths and English.
- Fine tune the key content of each area of the History curriculum.
- Ensure that the building blocks of knowledge and skills are suitably progressive, where similar periods of history are revisited.