



Subject Focus- History

Through our history curriculum, we aim to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world by inspiring their curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We teach history through a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum, developing historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

At Dunham, history is taught through the concepts of: Chronology, Historical Enquiry, Significance, Empire, Governance and Empathy. Themes are taught as a 2-year rolling plan to help children build and develop their understanding of cause and consequence, continuity and change along with a deepening understanding of chronology. History is taught each half-term as a discrete subject using knowledge organisers to identify key vocabulary and abstract terms such as 'empire' and 'parliament'. In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This allows revision of prior learning to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our teaching and learning help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson using knowledge maps. This vocabulary is referred to often creating opportunities to repeat and revise this knowledge. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in. Visits to places to bring the learning of history to life are planned especially when they link to the history of the local area such as the English Civil War.

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment, pupil voice activities and summative assessments aimed at targeting next steps in learning.