

Our History Journey

Intent

Our shared vision of The Mablethorpe Child is at the heart of everything we do. These characteristics will include skills and knowledge, vocabulary, aspirations, resilience, experience, self-esteem. Our history curriculum at Mablethorpe Primary Academy is to excite children to learn about the past, through developing their skills as historians and apply how they can shape the world we live in today. The children are learning about the past to make a better future.



Aims

- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes, and that historical explanation is provisional, debatable and sometimes controversial
- To understand the role of the historian and the opportunities this can bring in terms of career prospects.

Implementation

At Mablethorpe Primary Academy, our history curriculum is in line with expectations set out in the 2014 National Primary Curriculum. Medium Term Plans are sequenced so that children's knowledge of each strand of the history curriculum builds as the children progress throughout the school. We use a range of resources and planning including The History Association, Mr T does Primary History, Creative History Rocks and our own ideas regarding what we need for the Mablethorpe Child.

**Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

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Skills and Knowledge

Through careful sequencing, the children at Mablethorpe Primary Academy will develop a well rounded knowledge of the past which is also relevant to our local community. Both substantive and disciplinary knowledge is mapped throughout carefully considered enquiry questions, many of which are linked to our own locality. This ensures that the children develop deep roots and cultural understanding of their local area and how it fits into the chronology of the wider historical narrative.



Vocabulary

Historical vocabulary is taught throughout the curriculum. Vocabulary is displayed within the classroom environment and knowledge organisers which are used in lessons to explain definitions and retrieve definitions. Opportunities for talk are planned into the curriculum in all lessons and many of assessments are led by talk and presentation to ensure literacy skills do not hinder historical understanding. Although subjects are taught specifically, through carefully planned sequencing of the whole curriculum, opportunities to rehearse vocabulary are given across numerous subjects. Books within the classrooms reflect historical themes within our curriculum giving greater opportunity to enhance historical vocabulary.



Aspirations

Through our gold award skills builder programme, careers week and our child led intent statements, the children at Mablethorpe Primary Academy will have the opportunity to discuss and investigate a wide range of careers designed around our subject areas. Children will discuss careers such as archaeologists, librarians, authors, researchers, and many more which will equip them to be ready for secondary school. We also aim to give parents the knowledge of different careers events through our social media and website.



Resilience

Children develop resilience through the culture of trying hard and doing our very best. Children will have modelled to them a wide range of significant individuals such as Benjamin Zephaniah, Greta Thunberg, David Attenborough, Beatrice Potter and many more. All our significant individuals model what we can achieve if we have the right mindset. Our ambitious curriculum continues to take significant individuals into KS2 as we feel it is important to have a wide variety of historical influences within the curriculum. Resilience is developed through teaching points when learning about historical narrative, drawing attention to resilience through different time periods.



Experience

Through motivating trips and experiences, we will give the Mablethorpe child an opportunity to question the past and events. The wide range of historical cultural capital opportunities such as museums, careers talks, and trips aim to enrich our ambitious curriculum and deepen understanding.

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Self Esteem

At Mablethorpe Primary Academy, we ensure that everyone can succeed in history through careful planning and differentiation. We aim over the course of each term to ensure a variety of ways of assessing knowledge and skills such as art, writing, different ways of interpretation and presenting known knowledge.

IMPACT

Children make progress by knowing more and remembering more. They transfer and embed knowledge into their long-term memory and can apply this in a range of contexts with fluency through regular retrieval of powerful knowledge through regular quizzes and questions before, during and after each lesson. Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

To allow us to measure the impact of our History curriculum, we have identified key skills and knowledge within each Key Stage which we believe to be crucial for children to have grasped before they move onto their next stage of learning. In addition, at the end of each RE topic, children are assessed on their understanding of this key knowledge through a low stakes quiz. Leaders use this information, alongside pupil discussions and evidence within books to measure the impact of our RE curriculum.

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