



At Pilgrim Academy, our aim is to deliver a high-quality history curriculum that inspires children to want to know more about the past and to think and act as historians. We want to bring history to life to ignite curiosity at an early age and promote curiosity and inquisition.



## Intent – What do we aim to deliver?

All children to have an excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past.

All children to have the ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources; considering why people interpret the past in different ways.

We aim to promote a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

All children to have respect for historical evidence and the ability to make critical use of it to support their learning. This should allow them to develop a sense of curiosity about the past.

Children to have the ability to think, reflect, debate, discuss and evaluate evidence from the past and have the ability to think critically about history and communicate ideas confidently to a range of audiences.

*Stand-alone history lessons are taught on a two-weekly cycle of double and single sessions. Our aim is to provide coverage of knowledge in different periods of history as well as the historical skills necessary to evaluate sources of inquiry.*



## Implementation – How do we aim to deliver it?

With support of the milestones and Curriculum resources created by Chris Quigley, the long-term planning of historical units has been carefully selected. Each unit of study allows children to focus on developing their knowledge and skills, and study each area in depth. The progression of skills has also been carefully considered between each key phase.

Repetition is important for the children to consolidate their learning. This allows them to know more and also remember more. Therefore, there are regular opportunities for the children to review their learning in previous lessons and units. At the start of each unit, children will review previous learning and have the opportunity to share what they already know.

Where possible, children are given the opportunity to learn using artefacts and sources. This leads to curiosity, enquiry and investigation within their learning. Teachers also plan for educational visits and visitors to further enhance the children's learning experiences, in support of the History Curriculum.

Progress is assessed in a variety of ways to ensure progression within history. Formative assessments of half termly quizzes are given to allow children to recall key facts from the unit. At the end of each key phase, a summative assessment learning question will be posed to the children, to allow them to present all historical knowledge to the answer the enquiry.

## Impact – How will we know when we have delivered it?

Our history curriculum hopes to ensure the children of Pilgrim Academy are enthusiastic and curious history learners.

Work produced in history will be to a good standard and demonstrate that pupils are acquiring knowledge skills and vocabulary in an appropriate sequence.

Both summative and formative assessments will show a secure and deep understanding of knowledge in history as well as demonstration of sound historical skills.

Children can apply their investigative and evaluative skills to other areas of the curriculum and lives.

