

<b>Intent</b>	<p>At Parc Eglos, our intent is to allow every child to develop their historical knowledge and understanding, giving the children a sense of their own identity within the current time and place.</p> <p>Children will be recognised as individuals who have their own ideas, thoughts and opinions. We intend to fight the stereotypes of past events and people, using all our voices to debate, argue and confer about our ideas.</p> <p>History and chronology will be taught through enquiry based learning, answering questions about past influences and its effect on the present day. We intend to use our local environment where possible; focusing on key historical figures from Cornwall and visits to local sites of historical interest. Our aim is to develop a culture of historical discussion, enhancing critical thinking skills, drawing on the understanding of the evidence presented to them and beginning to understand human experiences and its effect on our world as we know it.</p>					
<b>Scope</b>	National Curriculum / Quigley Milestones HA Association					
<b>Key concepts</b>	<p><b>Change, Continuity and development</b></p> <p>Describe periods of change in history. Compare and contrast times within specific time periods, wider curriculum, themselves or locality.</p>	<p><b>Cause and Consequence</b></p> <p>Describing and explaining why things happened how they did. How did people make a difference and that followed as a result?</p>	<p><b>Significance and Diversity</b></p> <p>People: Why they acted how they did The views of men, women and children and how they differ within the same circumstances. Social, cultural and religious diversity.</p>	<p><b>Chronological Understanding</b></p> <p>Creating a sense of period and time, sequencing what has happened, changed or continued.</p>	<p><b>Interpretations</b></p> <p>How does the way history is produced differ and why? Do we all understand history in the same way? The validity of sources.</p>	
<b>Underpinned by</b>	<b>Mastery (Aspirational)</b>	<b>Fluency</b>	<b>Collaboration</b>	<b>Oracy</b>	<b>Vocabulary</b>	<b>Modelling</b>
	Through high expectations, all children will succeed in making progress throughout the history curriculum, showing a deep understanding of the key concepts and the impact on our lives today.	Children will be able to make links to prior learning, using timelines to aid chronological understanding. Children will be able to recall dates of events and place on timelines.	Collaboration is key to Historical understanding. Children will be encouraged to work together to share ideas, thoughts and develop their reasoning skills.	Children are encouraged to share ideas and debate views in order to develop a deeper understanding.	Key vocabulary (secondary concepts) is threaded throughout the school and taught explicitly. Further historical vocabulary, prominent to each programme of study, is also taught and explained.	Teachers will use high level teaching and modelling using quality resources and vocabulary – making links explicit to the historical vocabulary and skills being taught.
<b>Implementation</b>	<p><b><u>Substantive Concepts</u></b></p> <p>In EYFS and Key stage 1, the vocabulary of Civilisation, Society and Monarchy will be explicitly taught. In KS2 the vocabulary of Empire, Invasion and Oppression will be taught alongside the first 3.</p>	<p><b><u>Artefacts / Sources</u></b></p> <p>Good quality artefacts and sources of evidence will be key to teaching successful enquiry questions. Children will need access to these in order to develop their historical thinking, questioning and reasoning skills.</p>	<p><b><u>Local Study</u></b></p> <p>Cornwall has an abundance of historical heritage that can be studied locally – both in KS1 and KS2.  Links to the Iron Age, Mining and Transport surround the school, along with taking part in the Flora Day celebrations.</p>	<p><b><u>Timelines / Chronology</u></b></p> <p>Each class will look at a timeline of their specific time period studied and have this displayed in the classroom. A full timeline of history will also be studied to ensure children understand the chronology of their unit being studied and how these fit into a broader context of history.</p>	<p><b><u>Knowledge Organisers</u></b></p> <p>Knowledge organisers will be created for each time period covered. This will include the key vocabulary and substantive knowledge the children will need to understand.</p>	

	<p><b><u>Assessment</u></b></p> <p>Assessment takes place at the end of a unit, against the 5 key concepts and linked Quigley milestones. This progression document will be shared with the teachers as the children travel through school ensuring each child is working at the correct level.</p>	<p><b><u>Immersive Experiences</u></b></p> <p>Where possible, children will be immersed in historical experiences to enhance both excitement and an understanding of the time period. Visits to local historical areas of interest / museums or visits from historical visitors are encouraged.</p>	<p><b><u>SEND Support</u></b></p> <p>SEND support will any individual needs to be catered for by: Scribing work, giving key vocabulary, using discussion and questioning, knowledge organisers, first quality teaching, and TA support.</p>	
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<b>Impact</b>	<p>During discussions the children, it is clear to see the historical skills and understanding shining through. Children are enthusiastic about History, and can share their knowledge articulately, using the vocabulary taught. Pupils can also make links to their learning from prior year groups and explain how this chronology effects their lives today.</p>	<p>Children at Parc Eglos school will have gained a thorough and extensive understanding of the time periods studied through school and will be able to share this knowledge when asked.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• explain the cause and consequences of the main events studied</li> <li>• identify significant events and people from the past</li> <li>• explain how events have shaped their lives today</li> <li>• explain the impact of diversity in historical recounts</li> </ul>	<p>Through the development of the Chris Quigley skills based curriculum, children will be able to:</p> <ul style="list-style-type: none"> <li>• Select, use and analyse relevant sources of information</li> <li>• Describe, compare and contrast different time periods studied.</li> <li>• Understand the passage of time, using key vocabulary and terms to describe events.</li> <li>• Use high quality literacy and numeracy skills to communicate information</li> </ul>	<p>The learning outcomes for history have been developed from the national curriculum objectives and statements. These, combined with the skills from the Quigley curriculum have created a set of progressive assessment criteria. The outcomes for each year group have been carefully selected to maximise learning for all pupils. Subject content and knowledge are tracked via Steps to Learning documents which plan the unit of work and ensure coverage. Initial assessments and POP Tasks at the end of a unit allow assessments to be gathered and progress to be monitored. This is then shared with the next year group to ensure progression and continuity.</p>