



Barnfields Primary School: History

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Subject Quest: <i>Develop a better understanding of the world in which we live by studying historical events and trends, allowing us to develop a much greater appreciation for current events today.</i>			
The Three Core Concepts at Barnfields			
Chronology		Enquiry	Knowledge
Intent	Supporting Research	Implementation	Impact
<p><i>Children build a clear, chronological understanding of the past of Britain and the wider world. Their progression through school builds their identity and creates for them an understanding of the past, equipping them with the wisdom to face challenges in their lives.</i></p>	<p>Tim Jenner (HMI History Subject Lead) has stated that outstanding curriculums are those based on breadth. (Ofsted and Primary History, 2021)</p> <p>Material should also be revisited on a regular basis so that the key information can be stored more effectively in children’s long-term memory (Pan and Agarwal, 2018). Herman Ebbinghaus research on the forgetting curve proved that unless subjects were regularly revisited then people would forget the information. Ofsted History guidance (2021) states that in regards to knowledge, ‘They will need to be able to access it readily – to be at their ‘fingertips’, in order to build a clear understanding of the past.</p>	<p>At Barnfields, we believe in Michael Crichton’s quote that, ‘If you don’t know history then you don’t know anything. You are a leaf that doesn’t know if it is part of a tree’. We educate our pupils to understand the past so it can better inform their future. Our curriculum is ambitious and will act as a progression model, with the Key Stage 2 curriculum sequenced in chronological order to help build the children’s understanding. Therefore, timelines will be regularly used to orientate pupils about the past and allow them to talk confidently about developments over time. By sequencing our learning pupils will find connections between societies and understand why people and events are relevant due to the affect they have had on our current society.</p> <p>At the start of each lesson, children will recap over prior learning to help set up schemas to the new learning that day. This opportunity to revisit previous historical units and previous learning, at the beginning of every lesson, will ensure that the previous knowledge will keep being brought back into the working memory. This will help develop their long-term memory, supporting the children so they can talk confidently about broad developments over time.</p>	<p>Children will achieve age related expectations in History at the end of their cohort year.</p> <p>Children will be able to talk confidently about developments over time, putting together the puzzle of human history.</p> <p>Children will be able to use timelines, helping put their learning in context.</p>
<p><i>Our teaching inspires children’s curiosity to know more about the past and equips them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective judgements.</i></p>	<p>Susie Townsend, working alongside the Historical Association, indicates that the three ingredients of a good History lesson are: substantive knowledge, disciplinary knowledge and methods of enquiry. By doing</p>	<p>Our pupils will be inspired from a young age by the rich stories from the early human civilisations, and they will continue to explore a rich and varied history of Britain, and the wider world, throughout their time in school. To do this our teachers have a good knowledge of the history that is taught at Barnfields. Progression grids are used to inform planning and to ensure that</p>	<p>Children will be able to analyse sources; independently deciding their purpose, what they are saying and whether they can be trusted.</p>

Subject Quests/Core Concepts:

At Barnfields Primary School, we understand that all subjects seek to do something – or rather the people engaging in them are seeking to do something, either collectively or individually. Once we understand the intended nature of each subject, we can then consider at greater length the knowledge that is to be imparted. These ‘quests’ and ‘Core Concepts at Barnfields’ enable us to engage in informed discussions and decisions around curriculum planning and teaching in the classroom.



	<p>those pupils will come away from history lessons curious, motivated and keen to know more.</p> <p>Sutton Trust showed teachers with a strong knowledge base made a greater impact on progress than any other single factor.</p> <p>Research by Chris Runeckles revealed children would be more likely to learn information emotively told by a teacher than through reading a book or watching a PowerPoint.</p> <p>Ofsted (2001) states that ‘enquiry questions can powerful shape historical learning.’ As for using resources Ofsted advises, ‘When using resources effective teaching about sources and evidence teaches pupils to use sources to establish evidence for a specific historical question. The breadth of pupils’ knowledge can be developed by encounters with a wide range of sources and source types, including objects, oral histories and artefacts, as well as written sources’</p>	<p>the rich information is imparted through sequential, systematic teaching.</p> <p>Children will also be taught how to consider why something happens (causation), why it might be important (significance) and how it could be viewed in different ways (interpretation). As we want our children to have enquiring minds sources will be analysed and explored to understand how historians used them.</p> <p>Basing our curriculum around being knowledge rich we want to make sure children don’t just understand about a civilisation but also why they did what they did as well as the impact it has since had. Young et al (2014) ‘powerful knowledge’ principle also draws out the need for rich experiences such as well selected trips, artefact analysis and source work. Our curriculum will be well stocked with resources which are constantly reviewed.</p>	<p>Children will retain knowledge that is pertinent to History at Barnfields, bringing previous knowledge to future topics.</p>
<p><i>As children develop their understanding through school of the complexity of people’s lives from the past, they progress further by building their own understanding of the diversity in societies and relationships between different groups.</i></p>	<p>As R.Burns states, (What might a knowledge-rich humanities curriculum look like in the primary school, 2019) we need to help the children learn what it means to be human.</p> <p>Ofsted History guidance (2021) states that ‘Through history, pupils come to understand their place in</p>	<p>At Barnfields, we celebrate diversity and the rich tapestry it provides to our daily lives. Therefore, we have designed a history curriculum that teaches our children about historical events and concepts which have shapes their lives today to provide a deeper understanding of our locality but also the wider world.</p> <p>We seize wider opportunities to ensure that we celebrate other cultures through events such as Black History Month. We also ensure a range of significant individuals are studied, from different</p>	<p>Children will be able to discuss a range of cultures and the history they share.</p>

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	<p>the world, and in the long story of human development.’ We aim for the children to understand the importance of their locality and the wider world. Ofsted (2021) understands this importance, ‘It also develops pupils’ understanding of the interconnectedness of developments in different places; for example, how trade relationships connected parts of the medieval world, and how developments in one part of the world affect another.’</p>	<p>racess and genders. This will ensure that our students become tolerant and respectful of others.</p>	
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