



**NEWHALL
JUNIOR SCHOOL**
Lionheart Educational Trust

N.J.S History

Our
Intent
Implementation
Impact



OUR INTENT - History

AIM: To provide World Class teaching of History.

Children who leave Newhall Junior School will be curious, critical historians with a chronologically secure knowledge and understanding of British, local and world history. They will be confident to talk about continuity, change, cause and consequence, making links across the periods of history they have studied. They will understand how events from the past have influenced and still influence the world today, comparing and contrasting different accounts with a critical mind. Above all, we want all children to be interested in investigating and interpreting the past, to be able to think about what we can learn from historical events and figures while constantly questioning to deepen their understanding and have the confidence to challenge and reinterpret historical events.

In our History Curriculum, children will:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- 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.

At Newhall Juniors, we provide an ambitious, interesting and varied curriculum that interests and intrigues our children whilst fulfilling the requirements of the National Curriculum. It is rigorously sequenced so that our children's historical knowledge, understanding and skills build over time, equipping them with the tools to become lifelong learners.

The children will develop the methods of historical enquiry and use different types of evidence/sources (both primary and secondary) to explore the past. They will develop their understanding of key historical concepts such as continuity and change, cause and consequence and similarity and difference (disciplinary knowledge). They will use these concepts to make connections and draw contrasts. Our History curriculum will equip pupils with the essential skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. In our history curriculum, we have thought about key threads that run through the units of learning (substantive knowledge).

Alongside historical subject-specific skills, we will nurture crucial overarching key skills which will be applied in other subjects across the curriculum. For example, skills of reasoning and explaining, proving and justifying an opinion with reference to evidence are skills used as much in Reading and Maths as they are in History and Science.

OUR IMPLEMENTATION- History

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review. As a school, we allow opportunity for children to explore, question and think about their learning. We make teaching as engaging, enjoyable and immersive as possible, realising that this approach should foster a positive attitude to the studying of history. When applicable, other areas of learning will re-enforce the

learning of History – writing, reading texts and art work, for example, may well reflect the children’s current learning in history.

In all lessons, and whenever possible, teacher feedback is to be given to children during the lesson to have an immediate impact on learning- instant feedback. This is in the form of verbal and written communication.

Learning displays, regularly updated with examples of children’s work, should provide scaffolding for children. Frequent and low-stakes quizzes, based on knowledge organisers, are used to review learning to check that children know more and remember more. These are based on the Kagan research and principles. History assessment is ongoing and should inform teachers with their planning and differentiation.

NCJS – Long-Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	History: The Stone Age What was new about the Stone Age?		History: The Bronze Age and The Iron Age Which was more impressive – the Bronze Age or the Iron Age?		History: Our Local Area Why is local history important?	
Year 4		History: The Ancient Egyptians How much did the Ancient Egyptians achieve?		History: Roman Britain Was the Roman invasion good or bad for Britain?		History: Crime and Punishment How has crime and punishment changed over time?
Year 5	History: The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age?		History: The Vikings Would the Vikings do anything for money?		History: Journeys What makes people go on a journey?	
Year 6		History: The Mayan Civilisation Why should we remember the Maya?		History: The Impact of War Did WW1 or WW2 have the biggest impact on our locality?		History: The Ancient Greeks What did the Greeks do for us?

THE IMPACT

At NCJS, pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. It also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils’ work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth, with suitable levels of scaffold. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

- Enriched cultural capital.
- Pupil books will showcase their learning.

- Attainment of disadvantaged learners increases.
- High learners' attainment increases.
- SEND pupils are well catered for.

Monitoring

History leader will carry out the following during the year to inform future planning and next steps:

- Planning scrutiny for unit
- Learning Walks
- Book scrutiny
- Pupil conferencing
- Staff conferencing
- Target tracker assessments

Equal opportunities, Special Needs and Equality.

All children should have access to the History Curriculum in line with the school's Equal Opportunities Policy, the SEND policy and Equality Policy. Teachers should aim to provide effective learning opportunities for all pupils by:

- Setting suitable learning challenges.
- Responding to pupils diverse learning, religious and cultural needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary, the SENDCo and the History Co-ordinator will advise teachers on teaching activities relevant to pupils with special educational needs including more able pupils.

History Leader
Josh Lander