



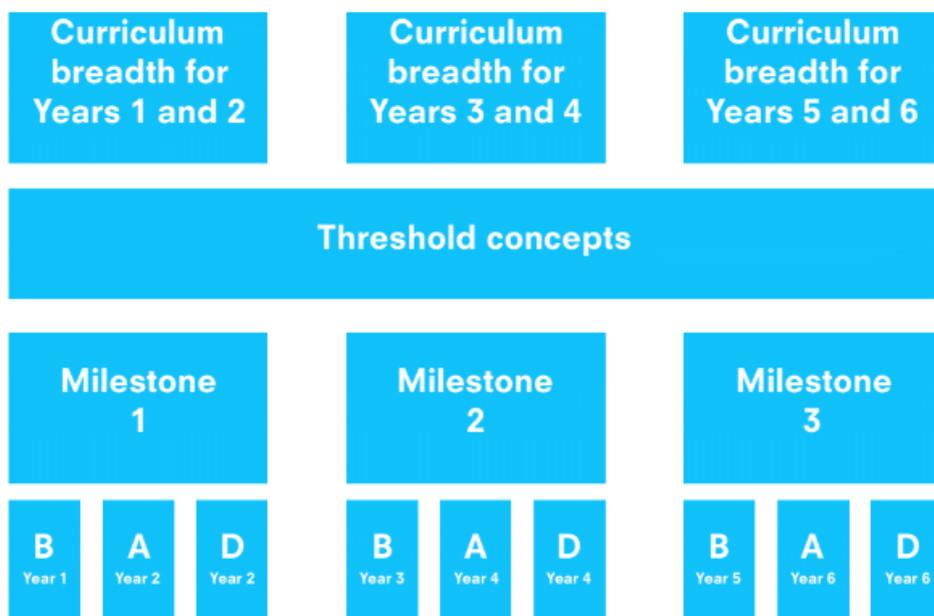
**Vision**

Our History curriculum ensures children are able to act as Historians and ensures that they have developed a clear knowledge of the History taught. The children will have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

**Intent**

The computing curriculum is underpinned by the three drivers: a clear list of the breadth of topics that will be covered; the ‘threshold concepts’ pupils should understand; criteria for progression within the threshold concepts and criteria for depth of understanding.



The curriculum is carefully planned and sequenced to ensure that children develop a secure knowledge base through opportunities to retrieve key knowledge. A simple sequence of retrieval practise: fluency (basic questions), reasoning/problem solving (advanced questions) and elaboration (deeper questions) should exist in all learning.

*The Breadth of study, Threshold Concepts, Milestones for Progression and the Long Term Learning Structure for History are included within this document.*

## **Implementation**

*Sustained mastery:* Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'

Our History curriculum design is based on evidence from cognitive science; three main principles underpin it:

- learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Visitors to the Academy and visits to museums and site of historical interest help the children experience 'hands on' learning, enabling them to experience artefacts and learn from Historians.

## **Impact**

As historians, at the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding.