



History Intent Statement

William Rhodes Primary and Nursery School



At William Rhodes, we teach History, not only to be compliant with the National Curriculum, but to provide our children with both the knowledge and understanding of how the past has created, and still influences, the modern day.

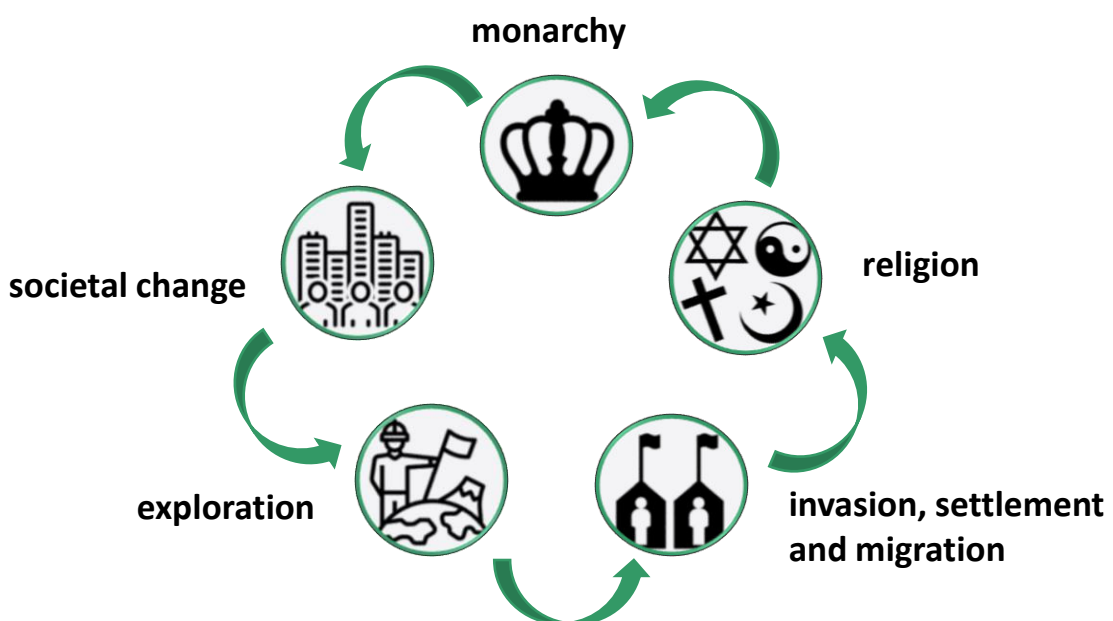
By covering the content of the National Curriculum, we will ensure that children have a **secure grasp of substantive and disciplinary concepts**, which will enable them to further their learning as historians during their secondary school career. They will learn and be able to articulate how historical events have shaped the way in which they live at a **local, national and global level**.

It is our aim that **children are able to discover where they sit in their own world** and how the country in which we live has changed and continues to evolve as a respectful, inclusive society. History provides a vehicle for **teaching valuable skills, relevant to many career paths**: problem solving, making hypotheses and interrogating evidence. We aim to **light children's passion** for the subject, which may lead them to take a career path within this particular discipline in the future.

Implementation: How we will achieve our aims

History is one of the **driving subjects for our wider curriculum**. In all year groups, a minimum of **three history-based topics are taught per year**. These units are **built to answer an enquiry question**, which is broken down into smaller questions (key questions for each lesson) which support children to answer the big question at the end of the unit.

Our History units are based around 5 **substantive concepts**:



These concepts are **explored in a range of contexts** and are met several times throughout the curriculum meaning that children **build a deep understanding** of each and are able to **build upon their prior knowledge** from previous year groups and key stages and have solid foundations for their secondary education. The progression within these concepts is mapped out on a document to **support teachers when planning**.

Disciplinary concepts are also met throughout each unit and are developed throughout a child's school career. These are the **second-order concepts that guide the history that we teach**:

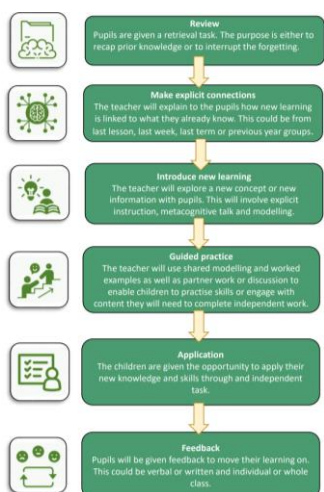
- Similarity and Difference
- Continuity and Change
- Significance
- Cause and Consequence
- Evidence
- Chronology

These concepts are also mapped in a progression document which show how they are **re-visited** throughout a child's school career, but also how they **become more complex** and **supports teachers when planning**.

Children need to be taught both substantive and disciplinary concepts in order for them to **understand how the past created, and still influences, the modern day**.

Support for Lesson Planning

Teachers use knowledge maps to ensure the content of the lessons being taught is progressive and focused on carefully selected key knowledge which builds children's understanding of the substantive concepts and disciplinary knowledge. Teachers can see the big question and the smaller key questions within it, as well as links to prior knowledge so that teachers can explicitly highlight this to children and help them to connect their learning.



History lessons follow our 'Making Learning Stick' lesson structure:

Knowledge strips are a tool to help children recall the most important knowledge. These are used to support children in recapping their learning.

Monday 6 th November 2023		
BIG QUESTION: How did Hitler's rise to power change life for Jewish people?		
Key Question: Who was responsible for the outbreak of WW2?		
Vocabulary: Fuhrer prime minister Britain invasion	Knowledge: 3rd September 1939 Poland Neville Chamberlain Adolf Hitler	