

### Intent:

'Children are natural inquirers. Every day, they're putting their critical thinking skills into practice, even at primary school level, and this ability to think critically is an asset that will stand your child in good stead as they move through primary school, into secondary and throughout their adult lives. It's important that children develop critical thinking skills as early as primary school age. This is because critical thinking needs to be developed and practised as a disposition. Good thinking should be a habit, and habits need to be started young.'

Peter Worley of The Philosophy Foundation.

At Bugle School, we want our children to leave with a complete understanding of their place locally, nationally and globally through their ambitious and sweeping knowledge of the past. We promote this through a carefully sequenced history curriculum which exceeds the standards outlined in the National Curriculum. Alongside historical knowledge, there will be a high focus on the development of specific historical skills, concepts and vocabulary. Children will have opportunities to investigate and interpret the past, understand chronology, develop a sense of historical curiosity about their local area, build an overview of Britain's past as well as that of the wider world, be able to communicate historically and develop and use their skills in enquiry, analysis, evaluation and argument.

Good history teaching will allow children to become critical thinkers which will help them succeed at school and throughout their life. Learning to think critically is a vital part of children's development, helping them make sense of the world around them. It helps them ask questions and make value judgements.

We recognise that the acquisition of language is vital to children's learning and understanding. History introduces words that are unfamiliar or not in everyday use, so it's important to explicitly teach the vocabulary. SEND pupils are pre taught key vocabulary for each lesson where necessary and all children are given the language of a historian through a mapped vocabulary progression document. This allows our children to access historical debate and understanding throughout their lives.

We are committed to providing access to a first-class education for all pupils, which is highly ambitious for those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is scaffolded and differentiated to meet individual needs. Pupils are supported to keep up, not catch up. Bugle School staff recognise and are committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development. Scaffolding in History may take the form of paired work, greater use of visuals, vocabulary prompts, tasks broken down into smaller steps, teacher modelling or use of templates.

### Implementation:

Through the careful planning and development of a mixed-age curriculum, we build children's knowledge of British and world history as they move through our school. Our deliberate design, ensures pupil's chronological and concurrent understanding of history develops logically over time. We have selected and designed our units so that our curriculum includes diverse narratives and voices.

**Through high quality teaching and learning of History, Bugle Primary's vision is to:**

- Inspire children's curiosity, encouraging them to ask critical questions, enabling them to understand how the past has helped to shape the present state of Britain and understand how it has been influenced by the wider world.
- Develop children's knowledge of past civilisations and the expansion of these civilisations and empires.
- Introduce children to historical enquiry and the ability to formulate and research questions using a variety of sources.
- Help children to develop a sense of chronology.

By carefully mapping historical skills and themes across the units and revisiting them in different sequences of learning, we ensure children make links and gain historical perspective by placing their growing knowledge into different contexts. This promotes their understanding of the connections between local, national and international history; and between short- and long-term timescales. Retrieval activities each lesson help our pupils to build knowledge over time, knowing more and remembering more with each unit.

#### Impact:

Our history curriculum breathes life into the past, engaging all children in the fascinating stories that have made our today. As a result, all pupils at Bugle School know more and remember more through high-quality discussion and engagement with their learning. Each lesson, the previous lesson's knowledge is revisited with a retrieval activity. On top of this, each unit ends with every child producing a two page spread on their learning from the topic or an end of unit assessment sheet. Outcomes in books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Local history studies provide further relevant and contextual learning, engaging members of the community in children's learning and providing positive role models from the community for children to learn from. We are committed to ensuring that our pupils achieve outcomes at the end of Key Stage 2 that surpass the national average. Above all, we take pride in the perceptive, articulate, and engaged individuals they become, ready to embrace the next steps in their education and beyond.