

## HISTORY AT COLPAI: INTENT, IMPLEMENTATION AND IMPACT

### INTENT

COLPAI's History curriculum inspires children to develop a deep curiosity and understanding of the past, equipping them to make connections between historical events, people, and societies. It fosters critical thinking and the ability to evaluate evidence, understand chronology, and recognize the impact of the past on the present. Through engaging lessons and enriching experiences, pupils explore diverse perspectives and develop empathy, forming a balanced understanding of history. The curriculum ensures children learn about key events, civilizations, and historical figures while building skills to analyse sources, form reasoned arguments, and draw informed conclusions. Our History curriculum enables children to gain knowledge; expand and apply their historical vocabularies; form opinions substantiated by evidence; engage in immersive experiences, including visits to museums and sites of historical interest; understand the causes and consequences of historical events; consider multiple perspectives; and develop empathy for the lives and experiences of people in the past. Through History, COLPAI cultivates its pupils' attitudes and values while building their knowledge, thus supporting their personal development. History helps COLPAI children become critical thinkers; informed global citizens; balanced and open-minded learners; and confident decision makers, equipped to navigate the complexities of the modern world.

### IMPLEMENTATION

Our History curriculum is designed to ensure that children develop the necessary skills, knowledge and understanding across the three core areas across the core areas of historical enquiry, chronology, and interpretation. Our History curriculum map sets out the learning objectives for each year group in reference to the National Curriculum. Our History curriculum map aligns with the National Curriculum and sets out clear objectives for each year group. History is taught in focused blocks throughout the year, allowing children sufficient time and focus to discover and pursue their curiosity; deepen and consolidate their understanding; and rehearse and refine skills. Where historical units of work relate to one another chronologically (e.g. 'Anglo-Saxons, Picts and Scots' and 'Anglo-Saxons versus Vikings'), these units are typically taught across consecutive half terms rather than being interspersed with Geography units. Often, Literacy core texts reflect pupils' current History topic; these links are intended to create immersive learning opportunities and are never made at the expense of quality teaching and learning in either subject. Certain units, such as the history of the Kingdom of Benin, are deliberately taught to coincide with Black History Month, enriching pupils' understanding of global diversity. The subject leader has carefully mapped key knowledge and skills across the school to ensure progressive learning. Teachers help children connect new content with prior knowledge, often referencing their 'History at COLPAI' frontispiece to track their journey as historians.

Each unit begins with a reflection on pupils' prior knowledge and experiences. Teachers use unit organisers to highlight key vocabulary and questions; these serve as both learning tools and assessments. Classrooms feature working walls and timelines that reflect pupils' current learning and support their understanding of chronology, the KS1 and 2 corridors also feature timelines that reflect every time period and significant event taught at COLPAI. Every unit on the COLPAI curriculum is well-resourced with a range of non-fiction texts and teachers regularly borrow relevant historical artefacts

from the Islington Library Service. Throughout units of work, children themselves devise questions for the low-stakes quizzes which are used by teachers, alongside assessments against learning objectives and success criteria, to rigorously check key knowledge and identify any consolidation necessary.

Every individual lesson has content that is differentiated between, and within, year groups so that learning is always age-appropriate and high expectations are maintained. The subject's purpose and value are discussed and emphasised at the start of each lesson in Key Stages One and Two. Lessons are planned to promote different levels of learning. Questioning, for example, is used both to promote higher order thinking (evaluative, creative and innovative) and to prompt recall. Our whole-school oracy focus underpins the curriculum, with explicit vocabulary instruction supporting rich discussions and debate. Engaging written, investigative and other outcomes are designed so that children can apply and rehearse their knowledge and skill, while teachers support and accurately assess their progress against historical success criteria. We use writing in History as an opportunity for children to 'show what they know'. Cross-curricular outcomes in History are specifically planned for, often with dual or combined learning objectives and success criteria. Children are frequently asked to call on and develop skills regularly deployed and potentially deployable in other subject areas.

Tasks are selected and designed to provide appropriate challenges to all learners and to develop independent working and confidence, in line with COLPAI's commitment to inclusion. All teachers, regularly supported by the subject leader and the school's SENCO/Inclusion Manager, adapt their History teaching to ensure every COLPAI child becomes a thriving historian.

Extensive opportunities for learning outside the classroom are created, making the most of the ready access to museums and historical sites of interest facilitated by our fortunate location in the City of London.

Learning walks; work scrutinies; professional dialogue, including between leadership and teachers; and pupil voice interviews ensure that History teaching fulfils the requirements of the National Curriculum and that implementation matched intent. The subject leader, who has undertaken CPD through the Historical Association and the National College, ensures that teachers are equipped with detailed, accurate and contemporary subject knowledge and unit and lesson level.

### IMPACT

The impact of our History curriculum is measured through various means: we assess children's work against subject-specific learning objectives and success criteria; listen to child-led discussions; interview pupils across the school about their learning; conduct learning walks and work scrutinies; hold regular low-stakes quizzes; and use images and pupil voice captured during practical lessons. These efforts provide evidence of a broad and balanced history curriculum, demonstrating pupils' acquisition of key knowledge and skills aligned with National Curriculum strands, including chronological understanding, historical enquiry, and interpreting evidence.

By regularly monitoring pupils' attainment and progress, teachers, in collaboration with subject and inclusion leaders, respond effectively to individual and group needs. Pupils attaining at all levels engage enthusiastically with History, developing a strong curiosity about the past and its relevance to their lives today. Their deepening and developing historical knowledge, skills, and understanding are celebrated through 'exceptional learner' nominations and being named 'Heroic Historians' for subject-specific accomplishments.

When children leave COLPAI in Year Six, they are reflective historians who:

- Possess a secure chronological understanding and knowledge of significant historical events, eras, figures, and civilizations.
- Are adept at analysing primary and secondary sources critically.
- Can form and articulate reasoned arguments based on evidence.
- Demonstrate advanced skills in historical enquiry and presentational techniques.
- Show empathy and respect for diverse perspectives and experiences.
- Exhibit a genuine curiosity and passion for History, understanding its relevance to contemporary issues and their own lives.

Through high expectations, a culture of curiosity and achievement, and collaborative teaching practices, we ensure every pupil at COLPAI leaves with a love of History, equipped with the knowledge and skills to thrive in secondary education and beyond.