

# History

## Orleton CE Primary School

We want our children to appreciate their place in the world and within History. Through a rich history curriculum we expect learners to become aware of events that shape our lives today.

### Curriculum Intent for History

What history looks like in our school:

- Throughout the school our history topics and teaching provide rich opportunities for children to be inspired to develop a love of history
- We ensure topics provide opportunities for **enjoyment** and **exploration**, and incorporate **environmental** links wherever possible, to deliver **excellence**
- We want our children to have a knowledge of their place within history, what has gone before them and how this has influenced the present day
- Children work alone, with partners and in groups to develop key historical skills focussing on chronology, knowledge and understanding, historical interpretation, historical enquiry and organising and communicating their findings. See our **History Curriculum Progressions Grids** and our **Knowledge maps** for this broken down by area and year group
- Knowledge and skills progression across year groups ensures that children know more and remember more as they progress through our school

By the end of Year R pupils will:

- talk about past and present events in their own lives and in the lives of family members.

By the end of KS1 pupils will:

- Know where people and events fit within a chronological framework. Pupils study historical periods and develop awareness of the past using common words and phrases relating to the passing of time
- Identify similarities and differences between ways of life in different periods. Study changes within living memory
- Choose and use parts of stories and other sources to show that they know and understand features of events
- Study the lives of significant individuals who contribute national and international achievements
- Understand some of the ways in which they find out about the past and identify different ways in which it is represented
- Choose and use part of other stories to show that they know and understand key features of events
- Use a wide vocabulary of everyday historical terms
- Understand some of the ways in which they find out about the past and identify different ways in which it is represented

By the end of KS2 pupils will:

- Develop chronologically secure knowledge and understanding of British, local and World history
- Establish clear narratives within and across the periods they study
- Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content
- Address and devise historically valid questions about change and difference, note connections, contrasts and trends over time
- Address and devise historically valid questions about cause
- Address and devise historically valid questions about significance
- Understand how our knowledge of the past is constructed from a range of sources
- Construct informed responses that involve thoughtful selection and organisation
- Develop appropriate use of historical terms
- Understand how our knowledge of the past is constructed from a range of sources

## Curriculum Implementation for History

How history is taught:

- History is taught in a variety of ways across our school to maximise pupil learning and cross curricular links wherever possible. We allow teachers the flexibility to block or spread lessons as they choose, this works out to approximately 1 hour of history teaching per week for every year group
- We aim for our lessons to be as practical and engaging as possible
- **Curriculum Progression Grids** and **Knowledge maps** are used by each year group to plan lesson and series of lessons. This ensures full coverage of our curriculum over the academic year
- By the time children leave our school they will have covered a broad range of historical periods using all of the skills and knowledge set out by the national curriculum
- Cross curricular writing in History will be completed in literacy books

Adults roles:

- Plan lessons based on the **Curriculum Progression Grids** and **Knowledge maps** for their year groups
- Create a learning environment that stimulates children's interest in the period studied, using artefacts, books, photographs and sources in the period studies
- Plan visits and trips, where possible, to inspire children's imaginations and connections to their learning
- Biannual review of our history curriculum by the co-ordinator to include: lesson observations, work scrutiny, staff and pupil interviews
- Opportunities for stakeholders to come into the classroom to share in the learning of history with pupils. Open door tours are a key way we do this each term

How we support pupils and ensure they can access the curriculum:

- Teachers use our **assessment grids** before they start a new topic to identify pupils previous competence in the subject / area, for those pupils requiring support the **assessment grids** will give a clear indication of why they had not previously met the expected standard and this will allow their current class teacher to provide appropriate support

- Work maybe differentiated to allow children to meet the learning objective. This could take the form of additional adult support, the use of resources, peer support or the differentiation of the work to be completed
- We use live teacher-assessment and self-assessment to quickly identify those who may need more help in specific areas
- For pupils with specific SEN or EAL needs a variety of approaches maybe used including: pre-teaching of specific vocabulary, seating children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to ensure engagement

How we provide challenge:

- Teachers use our **assessment grids** before they start a new topic to identify pupils previous competence in the subject / area, for those pupils exceeding the expected level the **assessment grids** will give a clear indication of why exceeded the expected standard and this will allow their current class teacher to provide challenge
- Work maybe differentiated to allow children to go beyond the year group's objective. This could take the form of additional independent work, the use of resources, peer mentoring or the differentiation of the work to be completed
- We use live teacher-assessment and self-assessment to quickly identify those who may need more challenge in a specific areas

## Curriculum Impact for History

This is what you might see:

- Pupils develop knowledge and skills across the curriculum
- The development of knowledge and skills they need for the next stage in education
- Pupils work across the curriculum is of good quality
- A recap of learning from previous year groups
- A 'hook' to inspire and capture the children's imagination
- Engaged learners
- Children posing questions for research
- Children interpreting and reflecting on historical events, making comparisons between different events
- Children exploring and handling artefacts
- Recounts of key events
- Children exploring different sources to help them learn about what life was like in the past and why people lived in the way that they did
- Trips or visitors coming into school to provide children with an insight into a particular event or era

This is how we know our pupils are doing well

- Lessons are planned using our **Curriculum Progressions Grids** and our **Knowledge maps**
- Teachers assess progress using our **Assessment Grids** recording who has achieved each key area, those who have exceeded it and those who are working towards it. For those exceeding the objective and those (20%) working below the expected level evidence will be provided to support the teacher judgement
- Feedback from teachers and peers
- History books will record the key learning for each child through the use of photographs, pieces of class work and explanation of lessons / learning strategies undertaken

- Subject leaders monitor the coverage and progression of pupils within their subject on a biannual basis

#### Impact of our teaching

- Children who enjoy history
- Inquisitive learners
- Reflective learners
- Children who are able to weigh up evidence and form an opinion about events
- Children who are prepared to share what they have learned in a variety of ways
- Children who are able to gain an insight into the chronology of events that have taken place in Britain and the wider world