



Curriculum Statement – 2021/2022

History

Intent

- We aim, through the delivery of history, to fulfil the potential of all our pupils; intellectually, socially, morally, emotionally and culturally.
- To foster and encourage a love of learning based around our core values of self-motivation, teamwork, resilience, independence, vision and emotional intelligence.
- To deliver high-quality History education which allows children to apply the knowledge and skills of Local, British and World History to a variety of purposes and audiences.
- To allow our pupils to seek out the importance of History and its impact on the past, present and future.
- To help our pupils to understand relevant History, how it has shaped and influenced our culture and ultimately, prepare our children for the developing and ever-changing world.
- To design a History curriculum that has deep links with Geography as well as links with other subjects across the curriculum where appropriate.
- To support our pupils in the wider world to become informed of the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups.
- To support our pupils in exploring their own identity and the challenges of their time.
- To assist the children in developing a greater awareness and understanding of chronology.
- To equip our children with the tools they need to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To allow children to explore a range of resources that inspire curiosity and support their knowledge and understanding.
- Promote self-motivation, resilience, independence, teamwork, communication skills and problem solving.

Implementation

- The teaching of Historical knowledge and skills is both sequential and relevant to their learning projects in other areas.
- History is taught in a block of discrete lessons, six lessons over the course of a two week period, within which all children have dedicated time to develop both their knowledge and skills in History.
- Each year group is taught a variety of units, each of which incorporate elements of the areas set out in the National Curriculum: historical study, historical knowledge and awareness, chronology and change.
- The curriculum has a focus on British History so that children at the end of their primary school years have a chronological understanding of British History from the Stone Age to present day.
- World History is also taught across the school, allowing children to build upon and develop their knowledge and understanding of the concepts taught in previous year groups.
- The curriculum is built around the principle of greater learner involvement in their work.
- Staff plan from personalised half-termly overviews and use a range of resources designed to enhance provision and provide learning support for all children.

- Teachers use a range of resources to develop purposeful and challenging lessons which all children access to work towards the National Curriculum learning objectives.
- All lessons incorporate key skills as well as subject specific skills. History taught in reception will be taught using guidance from the Early Years Foundation Stage document.
- Historical enquiry is promoted using a range of resources. The school maintains close links with the local Library service, who supply artefacts and resources to all year groups, based on the unit of learning at any given time.
- Throughout units of work, teachers use 'Wow!' moments to bring the curriculum to life, to engage and enthuse children whilst fostering learning and a love of history
- Staff assess children on an ongoing basis. Staff will use both formative and summative assessment judgements to inform their practice and differentiate their lessons appropriately to account for pupil ability and level of challenge.
- Teachers set ambitious targets which stretch pupils of all abilities and allow inclusivity within all lessons.
- Teachers will use a range of assessment strategies to gauge understanding, measure progress and inform planning. These include a pre-learn, which is completed by all children before the unit is taught and planned for, as well as assessment strategies throughout the unit which include, but are not limited to pop quizzes, games, activities, discussions and practical tasks
- Children's progress is measured at the end of each unit, with assessment opportunities such as a post-learn and pop quiz used to allow children to demonstrate their understanding
- Each year group consolidates previous learning whilst gaining new understanding and skills, ensuring that all aspects of the National Curriculum are covered.
- The school continually maintains, updates and develops its resources to allow effective delivery of the National Curriculum.
- The subject leader and humanities team have good knowledge and seeks to further the subject through continuous professional development, research and regular meetings, including local network meetings.

Impact

- Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and looking at completed work.
- Summative assessment is recorded for all pupils, showing pupils attainment in relation to specific learning objectives.
- Children's work is evidenced in a dedicated History book that transitions with them across year groups. This allows them to refer back to prior learning and builds a picture for them to understand the placement of the events they are learning on a chronological timeline.
- In the EYFS, class teachers assess children's development and progress in computing by making informal judgements as they observe children.
- In Key Stage 1/2, class teachers gather evidence of what individual pupils know, understand and can do in History by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce.
- At regular intervals throughout the year, an assessment of learning outcomes is recorded and pupil's attainment and progress data is gathered. This is used to identify which children need further support or enhanced challenge.
- Pupils will cover the statutory and non-statutory guidance of the National Curriculum.
- Opportunities are provided to regularly revisit concepts and link ideas together.
- Pupils have access to high quality resources.
- School will foster a real love of History.
- Children will leave with specific subject knowledge and skills to prepare them for the next phase in their educational journey and able to integrate into a modern British society.