



Subject Statement

“I am the vine; you are the branches.”

John 15:5

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

Our Vision for History

Our bespoke history curriculum provides our pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire our pupils with a curiosity to know more about the past and to equip them with the tools they need to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our curriculum helps our pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as exploring their own identity and the challenges of their time.

They will be taught to:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and Britain has influenced and been influenced by the wider world;
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; the characteristic failures of past non-European societies; achievements and follies of mankind;
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

The Content of History Curriculum

We have developed a scheme of work for history, underpinned by National Curriculum and informed by our school context. Our curriculum builds upon previous learning across the key stages. Vocabulary is mapped out carefully to ensure that it is embedded in pupils' learning.

Each new project will begin by setting the historical context within the pupils' current experience, within the present day and within the history of the wider world and will be led by an enquiry question. Each lesson will include:

- an element of chronological understanding;
- a vocabulary focus;
- a revisit to check learning;
- an enquiry question linked to the lesson's learning;
- an opportunity to evaluate learning, which can be in verbal or written form.

In addition to this, strategies will be taught to help children remember key knowledge and time will be given to encourage independent or paired learning.

In the EYFS, children are given opportunities to develop historical concepts through the Understanding the World aspect of learning. They are encouraged to consider changes that have taken place in their own lives, for example, starting school, changes from nursery to reception, making new friends etc. Vocabulary related to the passing of time is encouraged through experiences and will include: yesterday; last night; when I was a baby; now I am five, for example.

Inclusion

As a school, we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. Teachers plan ways to adapt lessons and support pupils, so that all children can participate in learning to the best of their ability.

Opportunities and Resources

The study of history is based around thinking critically and interpreting a range of evidence, both primary and secondary sources. As such, pupils will be provided with high quality images, artefacts, documents - including newspaper and diary extracts, artwork and books which depict life at specific periods in time, across Britain and the wider world. Resources will come from different sources, including online museum collections, resources hired from outside agencies and off-site visits.

World Wise

Throughout KS1 and 2, children have two World Wise sessions each week. These sessions focus on issues with national or global significance and provide opportunities to further explore their world under the headings people, place, politics and position. Historical knowledge is reinforced in these sessions by considering the significance of current events and comparing them with what they know of events from the past, across the periods they have studied. They use their knowledge of past events to predict and explain the significance and possible impact of events happening in the present day.

Assessment

At the beginning of each unit, prior knowledge is established. Formative assessment, like this, will take place in all lessons, in the form of retrieval practice (revisiting recent and past learning.) The outcomes will inform future planning and children will be involved in evaluating their learning progress.

Assessment tasks are designed to allow all children to demonstrate their new learning, regardless of ability. At the end of a unit of work, class teachers will record individual progress and attainment in geography via Insight. At the end of the year, an overall judgement is given, based on pupils' attainment over the three projects. This is shared with parents in the end-of-year pupil report.

At the end of Key Stage 1, pupils will be expected to:

- be aware of the past, using common words and phrases relating to the passing of time;
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods;

- ask and answer questions, selecting from a range of evidence to show that they know and understand key features of events;
- understand that history is represented in different ways and demonstrate how we use some of the sources to find out about the past.

By the end of Key Stage 2, pupils will be expected to:

- have a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied;
- note connections, contrasts and trends over time and develop the of appropriate use of historical terms;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organization of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources.

Monitoring

The history lead monitors and reviews the implementation and development of the history curriculum in consultation with the Headteacher, SLT, staff members and governors. Monitoring is carried out through a range of methods including:

- Regular book scrutiny
- Learning walks
- Display and learning journey observations
- Teacher observations
- Teacher surgeries
- Pupil voice surveys