

History

Intent

History at Kingskerswell C of E Primary School aims to be ambitious, and motivating and to provide all children with a broad and balanced view of the History of Britain and other societies and epochs. Children will develop a well-rounded knowledge of the past and its events, with the intention to improve every child's cultural capital.

In line with national curriculum 2014, we aim to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our aims –

- To inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Spirituality can be found woven throughout our curriculum with History contributing to the development of spirituality in a subject-bespoke manner. See the *Spiritual Development in the Taught Curriculum Policy* for further information.

Implementation

History is taught in blocks throughout the year, so that the children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across the topics throughout each year group. We focus on progression of knowledge and skills, and discreet vocabulary progression also forms part of the units of work. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review. Children are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as ancient civilisations of Greece and the Egyptians.

Where fitting, cross curricular outcomes in history are specifically planned for, with links between history and literacy enabling further contextual learning. Planning is informed and aligned with the national curriculum. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Conferencing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

Impact

Outcomes in History books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge, work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Through pupil conferencing children are asked what they have learned comparative to their starting points, this pupil voice shows that they are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group.

Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past. Children will become increasingly aware of how historical events have shaped the world that they currently live in.