

INTENT – we aim to...

Subject on a Page – History

Fire children's curiosity about the past in Britain and the wider world.

Teach knowledge about local, British and world history that progresses from EYFS to Year 6.

Support pupils to gain deep understanding of the rich history of their locality.

Enable pupils to develop a chronological framework for their knowledge of significant events and people.

Equip children with knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Encourage children to develop overarching historical narratives through our 'golden threads'

IMPLEMENTATION – How do we achieve our aims?

Planning:

History at Lowdham CofE Primary follows the National Curriculum objectives and is taught in units throughout the year, so children can achieve depth in their learning. Units have been carefully planned using the whole school history progression map to ensure children build on prior learning and make links between units. Each topic is introduced with reference to the chronology of previous topics, including those from previous years using our school timeline. Throughout the curriculum children have repeated encounters with a wide range of important concepts in a number of different contexts through our 'golden threads'. Each golden thread is depicted through an icon to encourage retrieval.

Recording:

Children in EYFS and KS1 record their history in a class floor book. The date and enquiry question is recorded for each lesson. The book includes photographs of activities, children's comments, thoughts and written work. Children refer to the book regularly to support retrieval. In KS2, children have a history book where their work is recorded, again the date and enquiry question is recorded for each lesson. Each unit has a front sheet which includes the enquiry questions, key vocabulary, new words learnt and what the children can remember from previous topics. Floor books and children's individual books have a timeline for their year group to support chronology and a curriculum map to support retrieval.

Assessment:

History is assessed at the end of each half-termly unit using an assessment grid which links directly to the objectives used for planning. Teachers use their professional judgement based on both oral and written responses. The subject leader collates the assessment grids and discusses with teachers any trends in gaps or misconceptions so these can be noted on assessment grids for the next teacher.

Vocabulary:

Developing the use of the correct vocabulary in history is crucial and so key vocabulary is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their ideas and thoughts clearly and effectively.

EYFS:

Our children's journey in history starts in EYFS, this is reflected in our progression documents. Chronological knowledge begins in EYFS with a large timeline of the school year where photographs of significant events are added through the year. Books and stories are carefully chosen to provide children with an understanding of the past. The teacher supports the children by considering the language that they will learn in EYFS which will help them study history in KS1. Children's learning is celebrated and recorded in a floor book.

Values: 'SHINE LIKE STARS'

Love others: we learn about people in the past who loved others – Catherine & William Booth

Reach out: we learn about ways of life in the past.

Everyone join in: we learn about a diverse range of people from the past.

Never give up: we learn about people in the past who never gave up – Captain Scott.

Always do your best: we learn about significant people in history and their impact on the world today.

SEND: Our children with SEND access the history curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording for example having a scribe or using an iPad. Children with more complex SEND will access similar content to their peers but at their own level.

IMPACT – How do we know if we've achieved our aims?

Children have a love for history and an interest about the past in Britain and the wider world.

History books and floor books show progression and a broad and balanced curriculum.

Children have a deep understanding of the local history of Lowdham and Nottingham.

Children have a chronological framework for their knowledge of significant events and people. They are able to talk about their impact on our world today.

Children know how historians investigate the past and construct historical accounts.

Children can talk about our golden threads in a range of different historical contexts.