



History Curriculum

Enhance
Cultural
Experiences

Healthy Mind,
Healthy Body

Enquiring
Minds

Universal
Respect and
Understanding

Resilience and
Independence

Location,
Location,
Location

Curriculum Statement

History is an important subject at Richard Durning's Endowed Primary School. We value and are dedicated to the teaching of History and we see this as a fundamental part of school life. We provide a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Intent

- To inspire pupils with a fascination and curiosity about Britain's past and that of the wider world.
- To equip pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world
- know and understand about significant aspects of the history of the wider world like ancient civilisations and empires
- To learn about changes in living memory and beyond living memory
- To learn about the lives of significant people of the past
- To understand the methods of historical enquiry and to be able to ask and answer questions
- To enjoy and love learning about history by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.
- To develop a rich vocabulary within history
- To make Golden Threads through history within; Society, Legacy & Leadership to help children weave knowledge and make connections between periods of time.

Implementation

- Class teachers are responsible for the teaching of History
- Ensuring high standards of teaching and learning in History linking to the milestones
- Ensuring History always starts with chronology
- Implementing a curriculum that is progressive throughout the whole school.
- There is a flexible approach to the teaching of History some lessons are taught discreetly and some with a cross curricular approach

- Ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences
- Provide opportunities for visitors and school trips to enhance learning experiences
- To repeat fundamental skills to ensure that they are embedded in long-term memory
- To ensure the *Golden Threads* are used throughout the teaching of history
- To discuss, display and use relevant vocabulary so that it is embedded in the children's long-term memory. The children complete their Knowledge Journals to support the development of a rich vocabulary in History
- History vocabulary is displayed in the classrooms
- Teachers to plan using the Big Red Book where the interests of the children are documented and used as a starting point for planning
- History in years 5 and 6 is taught within a two year cycle. One year being about history a long time ago in which they look at *Ancient Greece, Mayans and Aztecs*. On the second year cycle we bring it back to looking at History in the UK -WW2 and the Industrial Revolution
- On the first cycle the History is world History and on the second cycle it focuses on History in the UK
- In Years 3 and 4 we have a one year cycle which looks at *Ancient Egypt and The Stone Age to The Iron Age*. These are similar time periods which allows the children to make comparisons
- In Years 1 and 2 we centre the learning around the children's own lives against the recent past. Linking to the schools location driver they compare the local area and in particular their school 'now and then.' They also study an event beyond living memory which has national significance which is led by their own interest

Impact

The children are always keen to learn new skills in history and work hard to perfect those shown to them.

The impact and measure of this is to ensure that children at Richard Durning's Primary School are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We assess the children's work in History whilst observing them working during lessons and via dialogue and discussion of next steps. The subject leader looks at the History books throughout the year and looks at each classes assessments every term to carefully track the progress of the children throughout the school to ensure that the children are making appropriate progress.

We assess through pre topic questions/ activities and compare with past topic questions/ activities.

Focused assessment lessons linked to the milestones.

Talking to the children about their learning to establish their understanding.

To use the Big Book to assess children's progress.

Additional Information

Resources

We have a wide range of resources to support the teaching of History across the school. We have shared storage for resources and materials. Resources continue to be developed on a yearly basis.

Equality

Special Educational Needs

At Richard Durning's Primary School we differentiate the curriculum in order to meet individual needs.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- ◆ Understand the relevance and purpose of learning activities;
- ◆ Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

EYFS

We teach history in the EYFS class as part of the 'understanding the world' area of learning which is covered throughout the year. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history, investigating artefacts, talking about past events or discovering the meaning of new and old.

Health and Safety

All relevant risk assessments to be carried out before any school trips or health and safety checks before taking the children out on the school grounds.

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