

Our Vision for Our Subject

History

Intent:

At Sandhill Primary School, we aim to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum, ensuring the progressive development of historical concepts, knowledge and skills. We believe that high quality history lessons will inspire children to have a curiosity about Britain's past and that of the wider world, acting as historians.

Through a range of topics, children are able to embed skills to investigate and interpret the past. They will be able to understand the chronology of past events, which underpins the children's developing sense of period. Our teaching equips children with the knowledge of: ancient civilisations, the expansions and dissolution of empires, understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and historical significance, and how to use them to make connections and contrasts.

Children will understand the changes in living memory and beyond living memory; learn about the lives of significant people in the past; understand the methods of historical enquiry and be able to ask and answer questions. By answering these questions, children take part in challenging activities including opportunities to undertake high quality research across a range of topics, helping them to understand the process of change and diversity of societies and relationships between different groups.

We want children to enjoy learning about history gaining valuable knowledge and skills and develop a sense of curiosity to know more about the past.

Implementation:

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. We use a well-planned, carefully chosen curriculum sequence in school which covers all National Curriculum objectives in detail. Progression is monitored, ensuring that the skills are built on from the previous year and that children gain a depth of knowledge about each subject within history. We ensure that history is given a high level of importance in school, as we feel this is important in enabling all children to gain 'real-life' experiences.

Children are asked questions in each session to help them share the knowledge they have learnt and already have. The History Subject Leader regularly undertakes book scrutiny and learning walks to ensure that the history topics are consistently taught to high standard. Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom and this is done through planning a range of opportunities to experience practical history on educational visits.

The children also explore the history of the local area and a range of visitors are arranged to come into school to broaden learning and to enable the children to have further hands on experiences.

Impact:

Within our history curriculum, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities.

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills across school from Foundation Stage to Year 6.

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

- Formatively assessing children's understanding of topic linked vocabulary throughout each taught unit.
- Reflecting on the delivery and content of lessons.
- Assessment against the year group expectations for skills and knowledge.
- Images and videos of the children's practical learning.
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for discussions between teachers to understand their class's work.
- Lesson observations and learning walks.
- Evidence of work will show a range of topics covered, cross curriculum links and differentiated work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books and reflection time at the end of a unit of study.