

**Goostrey Community Primary School**

**History**

**INTENT**

History helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupil’s curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps 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 their own identity and the challenge of their time

Early Years Foundation and Stage (EYFS) Key stage 1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time (history vocabulary progression for Goostrey – see separate document). They will know where the people and events they study fit within a chronological framework and identify similarities and differences in ways of life. They will ask and answer questions to show they can use different sources and resources to find out about the past.

They will be taught

* To investigate and interpret the past
* To build an overview of world history
* To understand chronology
* To communicate historically

Key Stage 2

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will ask questions about historical issues and use a range of resources to construct the past.

Through overview and in depth studies children will learn to

* To investigate and interpret the past
* To build an overview of world history
* To understand chronology
* To communicate historically

**IMPLEMENTATION**

Guidelines for teaching History

The National Curriculum (2014) is used as a basis for curriculum planning, together with the Chris Quigley Essentials document. EYFS will continue to teach from their EYFS curriculum. Long term overviews for each year group show what is to be covered in History during the year. Medium term plans give more detail for each term. Chris Quigley milestones for each age range will be referred to in order to ensure curriculum coverage throughout the school. History will be taught in a cross curricular way wherever possible.

The value of Educational visits to enhance the children’s interest and learning is highlighted elsewhere in this document and recognised and endorsed for History.

**IMPACT**

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their history lessons. To be proud of their knowledge and feel that they can confidently speak about an event or person from history.

EVIDENCE IN KNOWLEDGE - They know about different ways that history can be used to support their future potential. They can build of their knowledge each year to form a solid understanding of world history through the times they have studied.

EVIDENCE IN SKILLS - pupils use correct vocabulary in history lessons. They can see common themes and use and apply skills previous taught in other historical eras.

BREADTH AND DEPTH Teachers plan a range of opportunities to use history inside and outside school and across different subjects – sticky learning

History equips pupils with a uniquely powerful set of tools to understand and change the world. Through their growing knowledge and understanding, children learn to appreciate the contribution made by different cultures.

**When monitoring my subject I expect to see:**

* Geography and History topics that are outlined in the yearly overviews for each class are being taught.
* Knowledge organisers in children’s books before the topic is taught and on display for reference to during lessons. After each topic is taught a ‘Top 10 amazing facts we have learnt’ fact sheet is to be compiled using children’s learning and is to be displayed somewhere in the classroom, this will be referred to throughout the year to ensure learning is reinforced and remembered.
* A topic overview planning sheets including Intent, Implementation and Impact to give a sequential overview of the learning objectives, how it will be taught and key vocabulary.
* Children’s books show evidence of the subject material being taught. All work is labelled, dated and marked according to the school’s marking policy.
* History: All Junior classes display a timeline showing major historical time periods.
* At some time in the year classroom displays show some aspect of learning in Geography and History, with relevant books, atlases etc available for research.