



History at Grange View CE First School
 This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to history. Updated spring 2020



OUR INTENT: Why our History Curriculum looks like this.

Our aim is to provide a high-quality history education for our pupils that ensure they gain a coherent knowledge and understanding of Britain's past and that of the wider world. We will stimulate our pupil's curiosity in wanting to know more about the past, learn to ask perceptive questions, think critically, weigh evidence, sift arguments and make judgements. Developing these abilities will give our pupils life-skills that will remain with them throughout their education and helping them to achieve their God given potential regardless of their starting point in life and home environment. Our History curriculum focuses on a progression of historical content knowledge that includes chronology and vocabulary as well as a strong understanding of the key historical concepts that identify for pupils the complexity of people's lives, their identity and the challenges of their time. As well as the process of change found in societies and the relationship of different groups. Pupils develop key enquiry skills that will make them critical thinkers, questioning the past and interrogating the past. These are revisited repeatedly through a range of themes during pupil's time in school to ensure the learning is embedded and skills are successfully developed. This is reviewed annually to address gaps in learning and ensures it is not only broad and balanced but continually engages and enthuse the pupils. Our intention is that history will support cross curricular learning by teaching skills that are transferable across all subjects and will engage pupils and enrich their experiences in school. Not only do we want pupils to have a strong content knowledge of historical events, people and changes over time, to become critical thinkers developing perceptiveness in questioning evidence and using key vocabulary but we want our lessons to provide appropriate opportunities for the construction of original responses and representation of pupil's conclusions.

Planning

Our curriculum planning follows a two year rolling cycle to accommodate the mixed key stage topic plans. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the pupils and that the topic is enhanced by the historical learning. History is the focus for some of the terms and has been mapped out to ensure that all areas of the curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught whilst building on previous knowledge and skills.

Skills progression

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils. This allows for effective progression of knowledge, understanding and skills to take place throughout the school, with learning well matched to the pupil's age and attainment.

Assessment

Subject specific assessment sheets are completed to match the historical area that is being taught for each year group that term. These are created by the subject leader in collaboration with the teaching staff. Each will list the strand to be observed and recorded relevant to the skills progression. A sample of three children of ranging attainments will have their work assessed as a representative sample of the whole class and these will be kept alongside the piece of work by the teacher.

Class Floor Book

- Each year group records their topic work in a class floor book. The topic wheel for each term is placed at the start of the terms work to be put in. Topic work to be included will be history, geography, science, ICT or any special events linked to the content alongside a sample of the pupils work, any photos of activities completed and comments made by the pupils about what they did or achieved. Written work linked to the topic will be completed in their English book and marked accordingly to show topic knowledge and understanding.

Knowledge

- **Historical content:** pupils will learn about changes within living memory and those beyond that have significance. They will study British history as well as that of the wider world.
- **Chronology:** pupils develop a sense of time placing events, people and dates onto timelines.
- **Historical terminology:** pupils develop a historical vocabulary using it correctly to help them describe and discuss their understanding.

Understanding

- Key historical concepts are taught for pupils to attain an understanding in history.
- **Continuity and change:** discuss both in context of an aspect of life.
- **Cause and consequence:** why did things happen and what impact was there.
- **Historical significance:** look at important people and events in time.
- **Similarities and differences:** identify, for e.g. what is the same and different in the way of life of different time periods.

Skills

- Pupils are taught to become critical thinkers by:
- **Asking and investigating questions:** asking valid questions and beginning to source where these can be answered.
- **Interrogating and interpreting evidence:** identify and know that history is represented in different ways choosing the best source of evidence to use.
- **Making and communicating conclusions.**

Original sources:

Where possible it is important that pupils are exposed to original material evidence to support their knowledge and understanding of history. At Grange View we will source outside support from museums and historical sites as well as historical visitors who can enhance our history curriculum in school. We will ensure that pupils will take part in at least one historical visit in their two year key stage cycle to support their topic work. Resources will include secondary material such as textbooks loaned from the county schools library system, oral history accounts, first hand eye witness accounts, archive material such as letters, diaries and newspapers and handling objects from within school or on loan.