

Quality

Respect

Love

Happiness

Equality



Madley Primary School

‘Be the best you can be’



History at Madley Primary School

Curriculum Statement

Our History Curriculum strives to develop children's awareness and understanding of the past in both Britain and the wider world. The children will be encouraged to question and think critically in order to gain more knowledge about the past and the complexity of people's lives. By giving the children opportunities to: compare arguments, weigh evidence and develop perspective and judgement, we will allow the children to understand the process of change and the importance of our moment in time.



Intent:-

What History looks like in our school:

- ❖ Children are curious about the world around them and events from the past that have shaped the future.
- ❖ Through a range of activities, children will have the opportunity to: explore what happened in the past, why these events happened and what we can learn from them.
- ❖ Children learn through a range of themes that include exploring Britain and the wider world.
- ❖ Children work individually, in pairs and groups. They develop historical skills focusing on chronology, knowledge and understanding, historical interpretation, historical enquiry and organising and communicating their findings.

By the end of EYFS pupils will:

- ❖ Children will have had the opportunity to: comment, discuss and compare significant figures, places and events from the past through stimulating and engaging activities.

By the end of Key Stage 1 pupils will:

- ❖ Develop an awareness of the past, using common words and phrases relating to the passing of time.
- ❖ Understand and be aware of chronology and where the people, events and places fit within a chronological timeline.
- ❖ Ask and answer questions to share their knowledge and understanding.
- ❖ Understand and identify ways in which we find out about the past and think about how they are represented.



By the end of Key Stage 2 pupils will:

- ❖ Continue to develop a secure knowledge and understanding of British, local and world History across the period of study.
- ❖ Understand how our knowledge of the past is constructed from a range of sources.
- ❖ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- ❖ Identify connections, contrasts and trends over time and develop the appropriate use of historical terms.

Impact:-

This is how it works:

- ❖ Lessons are taught through thematic units of work delivered through the Dimensions Curriculum. Children are given opportunities to develop their historical: skills, understanding, vocabulary and knowledge.
- ❖ Progressing through each year allows prior knowledge to be built upon and vocabulary to be developed.
- ❖ The skills are taught through themes that have been specifically chosen to allow continuity and progression in order to support the understanding of chronology.
- ❖ By the end of each key stage, children will have a wealth of knowledge and historical skills that have been built upon. By the end of Year 6, children will leave school with wide breadth of knowledge in order to shape their learning for the future.
- ❖ There may be 'catalyst' questions built into the themes at the beginning of a new theme or woven into learning.
- ❖ Cross-curricular links to other subjects will enhance connections to the wider world and 'real life' situations.
- ❖ Lessons are taught adhering to the learning sequence provided by the Dimensions Curriculum. Some aspects are taught within themes and some elements are taught through specific discrete History themes.



This is what adults do:-

- ❖ Plan engaging, thought provoking lessons that focus on building on prior knowledge and understanding.
- ❖ Address misconceptions through: regular assessment and answering children's questions.
- ❖ Termly book scrutiny of children's learning and gaining ideas to create a pupil's voice to assess standards.
- ❖ Create a stimulating learning environment where children's historical work is shared, displayed and valued.
- ❖ Ensure books are of a high standard with work valued and presented correctly.
- ❖ Give children opportunities to engage in 'real life' experiences through Curriculum Visits, handling artefacts, books, photographs and a range of sources.



This is how we support:

- ❖ All children will meet the learning intention through differentiated work.
- ❖ Children will work in small groups or 1:1 with support from the class teacher or a LSA where required.
- ❖ Teachers will regularly assess to identify any children who require additional support or resources to support their learning.

This is how we challenge:

- ❖ Children's lessons and activities will be differentiated.
- ❖ There will be additional activities to extend learning.
- ❖ There will be opportunities given to identify greater depth historians.

This is how we ensure all children can access the curriculum:

- ❖ Children who have SEN or EAL needs are supported through extra opportunities to develop key vocabulary supported by a LSA where possible or by class teacher.
- ❖ A range of resources are used including visual and practical prompts.
- ❖ Lessons are taught through a range of different techniques to appeal to different learning styles and where possible children are able to access 'real life' experiences e.g. visits and artefacts.



Implementation:-

You will typically see:

- ❖ Quality teaching that identifies children's needs and how to move them to the next stage.
- ❖ Children engaged with their learning.
- ❖ Children asking questions to find out new knowledge and information.
- ❖ Children handling artefacts, analysing photos, comparing sources.
- ❖ Visits to local places and further afield to provide insight and clarification of learning. Visitors to come into school to help give 'real life' understanding.
- ❖ Recounts of key events, historical figures and dates.

This is how we know how well our pupils are doing:

- ❖ Lessons are based on historical skills following the sequence of learning from the Dimensions Curriculum. Throughout the year, the children will work through the skills ladder whilst developing new vocabulary alongside each new theme specific for each year group.
- ❖ Marking and feedback provided by teacher and peers.
- ❖ Written, photographic and video evidence.
- ❖ Some displays of work in the classroom and around school.
- ❖ Book scrutiny and pupil voices.

This is the impact of the teaching:

- ❖ Children who are engaged, excited and enthusiastic about their learning in History.
- ❖ Children who have good knowledge and understanding.
- ❖ Children who are able to display historical skills.
- ❖ Children who can name significant people, places and events identifying their importance and the impact that they have had.
- ❖ Children who strive to gain more knowledge through thoughtful questioning.
- ❖ Children who can outline historical vocabulary.
- ❖ Children who are ready for the next stage of their learning by achieving the best possible outcomes.



Cultural capital:-

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.



Powerful subject knowledge in History:

- ❖ That we should show tolerance and acceptance towards beliefs of others rooted in History.
- ❖ To understand and explore different historical periods and consistently revisit these across year groups and in different contexts.
- ❖ The knowledge of how and why events happened and the results of these key events and the impact on history.
- ❖ The knowledge of mistakes from the past and how this has shaped our modern future and the world we live in today.
- ❖ To understand that historical achievements and legacies can be seen wherever you are in the world. To recognise the achievements of others on a local, national and worldwide scale.



Powerful personal knowledge in History:

- ❖ How key historical events have helped shaped the modern world.
 - ❖ The celebration of family, relatives, ancestors and our community during the past.
 - ❖ The recognition of key historical events marked through commemoration, such as Remembrance Day and Black History month and to explain and share it's importance.
 - ❖ To enhance subject knowledge through Curriculum Visits, visitors at school making local links.
 - ❖ To develop skills with debating historical concepts and to be able to discuss, argue and justify opinions as well as listen to others.
- ❖ Mistakes have led to new things happening.
 - ❖ To inspire all children to believe that they can achieve dreams and goals.