



## History at Littledean C of E Primary School

<p><b>INTENT</b></p>	<p>At Littledean C of E Primary School, we aim to instil a love of history in our children. We aim to provide an interesting, varied curriculum that interests and intrigues our children whilst meeting the needs of all backgrounds, cultures and abilities. We believe that high-quality history lessons will ignite children’s curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children will develop an understanding about how the past influences the present.</p> <p>Through our question based approach to history topics, children have opportunities to be curious, investigate and interpret the past, understand chronology and communicate historically.</p> <p>It is our intent that our History teaching equips pupils with knowledge about:</p> <ul style="list-style-type: none"> <li>• the history of Britain and how it has influenced and been influenced by the wider world;</li> <li>• significant aspects of the history of the wider world like ancient civilisations and empires;</li> <li>• changes in living memory and beyond living memory;</li> <li>• the lives of significant people of the past;</li> <li>• the methods of historical enquiry</li> <li>• how to ask and answer perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</li> </ul>
<p><b>IMPLEMENTATION</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Long Term: National Curriculum and Development Matters (EYFS). We have a 2 year rolling programme of topics, with links made between other subject areas where appropriate and meaningful.</li> <li>• Medium Term: Teachers plan units of work based on an initial stimulus question. This question is used at the start of a unit to elicit children’s prior knowledge and understanding and again at the end of the unit in order to ascertain the learning that has taken place. In our whole school history overview document there is a through breakdown of the progression of historical skills and knowledge for each class.</li> </ul>

	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• History lessons follow a clear and consistent teaching sequence which builds children’s knowledge and skills in order to be able to answer their stimulus question.</li> <li>• Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children.</li> <li>• Each class carries out a unit of work related to the local area within their 2-year plan. This is related to the Forresters’ Forest resource, enabling children to learn about the history of the community in which they live.</li> <li>• Children are introduced to key vocabulary and its meaning and given opportunities to use this within the correct context.</li> <li>• Children have opportunities to present their learning in a variety of ways in order to communicate their historical knowledge and understanding appropriately.</li> <li>• Homework grids will contain activities to build on children’s skills and knowledge related to their current history topic.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Topic question, asked at the start and end of the unit of work.</li> <li>• Ongoing assessment during lessons (based on discussions and engagement), along with assessment of tasks completed in class.</li> <li>• End of unit assessment where children will be assessed as either developing, expected or exceeding in relation to the learning objectives covered within the unit of work.</li> <li>• Use of topic related quizzes to check knowledge and understanding.</li> <li>• Monitoring of Subject Leader will include planning scrutinies, book looks, lesson observations and pupil conferencing to ensure appropriate coverage of the curriculum.</li> </ul>
<p><b>IMPACT</b></p>	<p>Through the high quality teaching of History taking place we will see the impact of subject in different ways.</p> <ul style="list-style-type: none"> <li>• Through pupil voice children will be able to talk about the skills and knowledge they have acquired.</li> <li>• Children will be observed to be engaged in History lessons and want to find out more.</li> <li>• Children will complete research independently through projects and homework to further their own enjoyment about the subject or topic.</li> <li>• Work will show that a range of topics are being covered, cross-curricular links are made (where appropriate) and differentiated work is set as needed.</li> <li>• The school environment will be history rich through displays, resources and use of specific vocabulary.</li> <li>• Assessments and monitoring will show that standards in History are high and match the standards in other subject areas.</li> </ul>

*Aspiration - Resilience - Community*