

Subject on a page

History

At Grace Mary Primary, we believe that studying history helps children to understand their place in the world, and in the long story of human development. It challenges them to make sense of the similarities and differences in human experiences across time and place.

INTENT

-We aim to...



Develop in children a sense of curiosity about the past and how and why people interpret it in different ways.



Develop in children a wide knowledge and understanding of people, events and contexts from a range of historical periods.



Allow children to think critically and communicate their ideas confidently in a range of ways and to different audiences.



Encourage children to develop a passion for the subject.



Develop children's ability to think, reflect on, debate, discuss and evaluate the past by forming perceptive questions and lines of enquiry.



Ensure children develop a respect for historical evidence and the ability to make use of it to support their learning.

IMPLEMENTATION

-How do we achieve our aims?

At Grace Mary we believe that high-quality history lessons inspire children to want to know more about the past, and to think and act as historians. Children have opportunities to investigate and interpret the past, develop their chronological understanding, and build an overview of their local area's history, Britain's past as well as that of the wider world, and to be able to communicate historically.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

EYFS/KS1/KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught.

Elements of history

Chronological understanding, historical understanding, historical enquiry, interpretations of history, organisation and communication and local history knowledge are all mapped out to ensure that pupils build on secure prior knowledge.

Concepts

Concepts lend coherence to our curriculum. Pupils are supported to learn new content by meaningful examples and understanding of the specific historical context that makes ideas and concepts more familiar. Pupils have repeated encounters with a wide range of important concepts in a number of different contexts.

IMPLEMENTATION

(continued)

Work booklets

- All children are given the opportunity to read academically from an early age.
- The children acquire knowledge and skills in a sequential, progressive manner.
- Children are given regular opportunities to retrieve taught knowledge.
- Children learn fascinating knowledge that will hopefully inspire them to pursue the subject in the future.
- The booklets are challenging and all children are expected to achieve.
- We believe that the most effective way to demonstrate historical understanding is orally and through writing. Therefore, meaningful writing and oral opportunities are given for pupils to showcase their historical vocabulary, knowledge and skills including writing essays.

Assessment

Formative

- Teachers frequently check pupils' understanding to identify 'gaps' and misconceptions.
- Ongoing daily assessment of key knowledge/skills outlined on planning through collecting feedback from the whole class and then giving subject specific feedback.
- Multiple choice quizzes that presents the scientific conception and misconception.
- Using results from children's feedback to adapt teaching- both in the moment and long term.

Summative

- Rec- Yr 6- half termly pupil book study sessions carried out by history leader and phase leader which focuses on substantive and disciplinary knowledge.
- Yr 1- Yr 6- end of unit quizzes which test substantive and disciplinary knowledge. Testing effect- recalling knowledge from previous units of work followed by immediate feedback.
- Yr 2- Yr 6- essays (x3 times) which can be used to add to teacher's knowledge of children's substantive and disciplinary knowledge.

IMPACT

-How will we know we have achieved our aims?



Children enjoy learning the subject and are curious to find out more as they leave for KS3.



By the end of Year 6, children will have a chronological understanding of British History from the Stone Age to the present day and the wider world.



Children communicate through a variety of forms- work booklets, essays, quizzes and pupil voice and this shows a wide acquisition of identified key knowledge.



Children enjoy learning about history, therefore encouraging them to undertake new life experiences now and in the future.



Children think critically about the past and begin to ask their own questions and develop own lines of enquiry.



Children evaluate historical evidence and develop their own perspectives and judgements.