

**Dunning**

This document sets out the **Intent, Implementation** and **Impact** of the teaching, leadership and learning of history in Offwell C of E Primary School. 'History leaders provide professional leadership and management for a History to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

**INTENT**

At Offwell, our vision: **Be Well; Learn Well; Live Well**, charges us to ensure that we secure for each child a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable each child to both benefit from, and contribute to, a better world:

**Be Well: The study of history can contribute to our emotional wellbeing by giving a child a sense of identity – the beginning of understanding where you are in relation to time and events.**

**Learn Well: The teaching of history enables the child to consider how the past influences the present and should stimulate their curiosity for more information. Learning how to research history, discuss events produce their own points of view will help them become thinkers.**

**Live Well: As their understanding of historical events grows to children can learn how decisions affected people. Their learning how to undertake research and how to discuss what they have learned are all skills that will be invaluable in their future school and adult lives.**

**IMPLEMENTATION****• Which resources are used to ensure progression of knowledge, skills and attitudes?**

Children will have access to a range of resources relevant to the historical topic being taught – artefacts, books – they will also have the chance to use a range of different media to research and record their learning. We will be using the Cornerstone's Curriculum Maestro projects to introduce, inform and impact the children's learning and understanding of History curriculum.

**• How is History taught?**

At Offwell School we will use a variety of teaching and learning styles. The principal aim is to develop a child's knowledge, skills and understanding of the subject. Most teaching will be whole class but this will be combined with enquiry-based research activities structured through the Curriculum Maestro material from Cornerstones.

Our belief is that learning is most effective when children:

- Can engage with the subject through handling suitable artefacts
- Can visit relevant places of interest such as museums
- Can access a range of sources such as books, photographs, the internet or film.
- Where possible can learn from visitors with additional knowledge and/or personal experience of the past
- Learn through stories based in or from the past
- Where appropriate use drama and dance to access historical events
- can work in a range of formats, sometime independently, small group or pair

**• How do we ensure equality of access to HISTORY?**

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of

the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

History will be taught:

EYFS:

In Reception history forms an integral part of the Understanding the World work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

**Key Stage 1:** History is taught in either weekly 1 hour sessions or block units

The National Curriculum focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory which are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

**Key Stage 2:** History is taught in either weekly 1 hour sessions or block units

The National Curriculum should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Over the 4 years in KS2 pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England the time of Edward the Confessor

- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations –an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece –a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history—one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

• **How are children with additional needs supported in HISTORY?**

At Offwell Primary School history will be made accessible to all children whatever their ability to ensure we provide a broad and balanced education to all children.

• **How inclusive is HISTORY provision in the school?**

At Offwell School all learning is underpinned by our belief in promoting equal opportunities. All children will have full access to the history scheme of work, regardless of ability, race or gender. The learning will be planned to ensure a suitable level of challenge is provided which responds to the diverse learning needs of the children.

**IMPACT:**

• **How is HISTORY progression monitored?**

**Monitoring:**

Children's work will be monitored regularly to ensure they are making appropriate progress:

- Marking and timely feedback
- lesson observation to ensure teaching is on target
- sampling of work by History coordinator
- discussion with children
- evidence from displays

**Assessment:**

Children's work will be assessed through informal judgements as we observe the children during lessons.

- Once the children complete a piece of work, we mark and comment, providing next steps as necessary.
- Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Expectations and levels of progress made.
- We record the attainment and progress in our day to day assessment books and we use these to plan future work with that pupil.