

Overview of teaching of learning of History

Intent

The aim of teaching and learning in History is to provide children with a chronological knowledge of local, national and global events which develop an understanding of social, religious and cultural change and continuity in a diverse range of people's lives. This contributes to a growing awareness of a pupil's own identity and an understanding of the challenges of the modern world. Lessons aim to inspire curiosity to know more about the past and how it shapes the world we live in.

The Big Ideas

Chronology

Historical Enquiry

Connections and Contrasts

Implementation

- Pupils develop skills of historical enquiry and analysis by asking critical questions about a topic or evidence.
- Pupils make inferences from evidence based on careful observation and building upon subject knowledge.
- A range of stimuli and experiences will be used to increase knowledge and understanding e.g. real artefacts and visits
- Pupils evaluate the cause and consequence of events.
- Pupils evaluate the significance of individuals and events and their impact.
- Pupils judge the reliability of sources and why historical accounts may differ.
- Pupils encouraged to compare and contrast between their own lives and that of the historical period being studied and the impact of that society on their own identity and Britain and the wider world.
- A timeline displayed in each classroom which can be referenced regularly helps to embed the concept of chronology.
- Subject specific vocabulary will be explicitly explored, revisited and extended in different contexts as pupils progress through the school.
- Planning is based around a Long-Term scheme which maps topics covered each term over a two year period.
- History is used as a starting point for cross-curricular activities to broaden knowledge and understanding.
- Current events and anniversaries are included as appropriate e.g. Remembrance Day

- Teaching and learning provides suitable opportunities for pupils by matching the challenge of the task to the ability of the child, through a range of strategies
- Delivery of lessons in a range of styles e.g. use of ICT, games and practical activities
- Opportunities for staff CPD are developed through lesson dips, book scrutiny and informal discussion
- Progress will be assessed with data collected using ASCA statements
- Governors will visit and conduct pupil perception interviews
- SL to conduct audit of staff CPD and resources
- In Early Years Foundation Stage, History is taught as part of Understanding the World. Pupils are encouraged to be curious to learn, to ask deep questions and wonder about the world around them and globally. Pupils can talk about past and present events in their own lives, comparing their family with other traditions, communities and cultures. The children's voice drives and shapes their understanding of the world, leading to greater depth and deeper understanding of knowledge.

Impact

Learners will leave with the historical skills necessary to develop a deeper level of knowledge at secondary school. The school will foster a curiosity for understanding historical events and their impact. Learners will leave with an understanding of how to order significant events chronologically.