

## **Castlefields Primary School History Statement**

At Castlefields we shape our history curriculum to ensure it is fully inclusive to every child regardless of their learning needs. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past. Wherever possible we aim to bring history to life by immersing children in realistic experiences both in school and on educational visits linked to our topic areas.

### **Intent**

At Castlefields, we aim for a high-quality history curriculum which will inspire pupils' curiosity and fascination about Britain's past and that of the wider world.

Our quality first teaching:

- equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world
- helps children to know and understand about significant aspects of the history of the wider world like ancient civilisations and empires
- encourages children to consider changes in living memory and beyond living memory
- inspires children to learn about the lives of significant people of the past
- provides children with an understanding of the methods of historical enquiry
- encourages children to both ask and answer questions

We want children to enjoy and love learning about history by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Our History curriculum is intended to help pupils understand:

- the complexity of people's lives
- the process of change
- the diversity of societies
- relationships between different groups

As such history provides the chance to develop many cross curricular links with a range of subjects including Geography, PSHE, RE, Art and Science. The history curriculum also links in well with British Values and pupils Spiritual, Moral, Social and Cultural development.

### **Implementation**

Our History curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a meaningful context and, as mentioned previously, wherever possible cross curricular links are exploited. However, teachers make it explicit to the children that they are learning history skills and encourage them to think like 'historians.'

## **The Early Years Foundation Stage**

In EYFS, children follow the Early Years curriculum guidance which aims for all children in reception to have an Understanding of the World; People and Communities. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### **Key Stage 1**

In Key Stage 1 topics taught include learning about a range of famous people in the past who have contributed to national and international achievements. For example, Charles Darwin and Florence Nightingale. These are chosen carefully to ensure pupils learn about individuals of both genders and from diverse backgrounds. Other topics consist of changes within living memory and events beyond living memory that are significant nationally or globally including the Great Fire of London.

### **Key Stage 2**

In Key Stage 2 the National Curriculum for History outlines that: Pupils should continue to develop 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 understand how our knowledge of the past is constructed from a range of sources. At Castlefields a long-term plan, with carefully constructed units of work covering the full range of skills, is in place in order to achieve this.

History is taught with each year (KS1) or phase (lower KS2 and upper KS2) following a two-year rolling programme. Medium term plans ensure coverage of both the required knowledge and the subject specific skills. Individual sessions are planned to inspire, engage and challenge pupils in response to their needs. Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first-hand experiences to support their learning. One of the six Big Writing Tasks during each year is linked to a history theme/topic.

Pupils are encouraged to think like historians and develop their skills including historical enquiry. There is a strong emphasis on developing children's other skills such as: understanding of chronology

- interpretations of evidence
- changes within a time and across time periods
- cause and consequence

The History units taught have been developed to help children appreciate their own identity and the challenges in their time as well as taking into account Local History. It will help them understand the process of change over time and significant developments

## **Impact**

Outcomes in topic books (KS1) and learning journey books (EYFS and KS2) evidence a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge and skills. Children are encouraged to review their successes in achieving the lesson objectives at the end of every session. Children also discuss and/or record what they have learned comparative to their starting points at the end of every topic.

History assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed by all class teachers to inform others of individuals' progress or skills that still need embedding further.

History is monitored by the subject leader throughout all year groups using a variety of strategies, such as book monitoring and pupil interviews to discuss learning and establish the impact.