



Subject: History

Rationale

At Pleasant Street Primary School we stimulate children's interest and understanding about life in the past. We help pupils gain knowledge and understanding of Britain's past and that of the wider world. Our children will also learn about the lives and achievements of significant people from the past.

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and celebrate their uniqueness as individuals.

Characteristics

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Curriculum Intent

We have devised our own curriculum which helps our children develop a knowledge and understanding of our own locality and the wider world. We have planned topics to engage children's interest and curiosity; whilst ensuring full coverage of the National Curriculum. We strive for academic and personal excellence and want our children to have high aspirations. We want them to have no limits to what their ambitions are; and want them to work together to achieve this through our school values.

We want children to understand the history of Britain, and how the changes over time have shaped our lives today whilst developing a knowledge of chronology to organise their understanding of the past. They will know and understand historical changes to the wider world, including ancient civilisations and be confident in their ability to explain this to others while making use of history specific vocabulary.

Curriculum Implementation

History topics are carefully planned, structured and sequenced to ensure progression across units of work and across year groups or phases. A diverse range of both local and worldwide role models are celebrated. The classroom is a base, with opportunities in the local and wider environment a key tool in enriching and empowering learning.

The teaching of history is delivered to allow all children to strive for personal excellence. This includes ensuring EAL and SEND children have access to the curriculum with careful planning, using high-quality resources, texts and access to vocabulary through pre-teaching activities.

An important aspect of both continuity and progression is to ensure time is dedicated to thinking about what subject knowledge the pupils have already mastered, and how this can be built upon and extended through the curriculum.

Children are encouraged to link learning from one year group to the next with the use of 'remember whens' and 'challenging starters' to aid retention of key concepts and information.

Curriculum Impact

We have confident and enthusiastic children who are assured in their ability to showcase their historical knowledge to peers and adults using subject specific vocabulary and in-depth knowledge and understanding. All children are given equal opportunities to succeed through collaborate learning and ongoing formative assessment from teaching staff.

Assessment information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in history.

Monitoring in history includes: book scrutinies, lesson observations, learning walks, learning environments, pupil and/or staff voice. It is used to inform further curriculum developments and provision is adapted accordingly.