

ST NEOT SCHOOL

History Rationale

At St Neot Primary School, we want all children to be curious about the stories of our past, how people used to live and how historical figures paved the way for our current way of life. We want all pupils to know key events and periods of history and how to use historical skills to conduct their own research about the past. The history curriculum is sequenced to provide pupils with opportunities to build and revisit knowledge as they progress through the school, slotting together the pieces to form a timeline of historical periods and events. Our pupils also take opportunities to compare worldwide history to national and local history.

Intent

Our aim at St Neot Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Constructing and sequencing the past; change and development; cause and effect; significance and interpretation; plan and carry out and enquiry; and use sources of evidence.

When covering each of these strands, the content will be carefully organised by each year group through a long-term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium-term plan. History is delivered through subject specific teaching organised into blocks. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.

British Values

Democracy

The History classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.

The Rule of Law

In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. Children throughout the history curriculum look at the role of parliament and taught how the rule of the law is fundamental to our society and the effects if it is ignored.

Individual Liberty

Children will explore their own individual liberty in terms of exploring their own career paths within History and surrounding the subject. Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good.

Mutual Respect

Mutual respect is taught and given when children are expressing their opinions and beliefs through different historical time periods. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. When discussing what it means to be British and how this is

demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the ties which bind us together.

Tolerance

Children consider questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.

Implementation

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of regular review.

Displays in every classroom provide constant scaffolding for children. Vocabulary is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught.

History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; an objective tracker is used to inform leaders of school improvements or skills that need to be further enhanced.

Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

Impact: to be reviewed at the end of each year

Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupil's work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.