

Curriculum Overview: History

Intent

At Oulton Primary, we aim to deliver a History curriculum which inspires our children and develops their curiosity about the world that they live in. Our teaching should equip pupils to understand the process of change, ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We aim to bring history to life through topics which are driven by children's interests and enable a secure, coherent, chronological knowledge of the history of Britain to be learnt and built upon. Children will be encouraged to develop an increasing understanding of how current daily life has been influenced by people and events from the past. Additionally, the children will study significant aspects of history from the wider world and will be able to understand their importance and impact on society. Children will develop an increasing understanding of what historical evidence is and how it can be used to draw conclusions about the past. Children will be able to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them within their own work. When creating their own accounts of the past, children will be able to use key historical terminology and vocabulary accurately.

Implementation

In the EYFS, the focus is on talking about past and present events in the children's own lives and in the lives of their family members. This includes knowing about the similarities and differences between themselves and others, among families, communities and traditions. This is done through planned adult led activities that take place across the academic year and focus on aspects such as physical changes since birth and comparing how times and events are celebrated by different people. Engaging provision containing objects of intrigue and high-quality interactions by skilled staff during 'discovery time' also support children to develop their knowledge and understanding about change and the world around them. Children are introduced to terms such as 'change', 'time', 'same', 'similar', 'different' and begin to build schemas to support their understanding of that vocabulary. The topics and themes studied in Early Years are experience rich and developed based on the interests that the children have. Children are encouraged to help in the planning by discussing what they already know and thinking about what they want to find out. This enables them to begin to be curious and to pose questions about their world. Children are provided with a variety of opportunities to problem solve throughout the day to encourage the development of thinking and reasoning skills; such opportunities might include thinking about which of their friends are absent or looking at an object and trying to work out what it could be or what it might be used for. The children in Early Years also develop a basic understanding of cause and consequence in relation to behaviour and friendships. The restorative approach that we have towards behaviour management encourages the children to think about the impact that behaviour has on themselves and others around them.

In KS1 and 2, the National Curriculum is followed and is supported by a skills and progression document which ensures consistency between year groups. It also ensures that skills and knowledge are built upon each year and sequenced appropriately to maximise learning for all children. History is taught in half-termly blocks across the academic year, with a two-year cycle for combined year groups. Enquiry based topics engage and motivate children and enable them to research, weigh evidence and draw their own conclusions. Teachers ensure that strong cross curricular links are made, particularly with literacy. Immersing children as much as possible in the historical period that is being studied supports them in making links in their knowledge and understanding of that time and of those previously studied. Working walls are used in every year group to identify the key knowledge and subject specific vocabulary for each historical period and knowledge organisers are used in KS2 to support this further. They also enable teachers to identify what the children already know. In KS1, teachers plan lessons which provide opportunities to identify and begin to discuss the similarities and differences between other historical periods, significant individuals, and events in addition to their own lives and local area; building on from the knowledge and skills that have been developed in the EYFS. In KS2, teachers use the planned lesson taken from the History Association to teach lessons which provide opportunities for comparison with other historical periods, events and local area; building on from the knowledge and skills that have been previously developed. Differentiated questioning by skilled teachers ensures that children's knowledge and understanding is extended and challenged. Every history lesson begins with a quick quiz to ensure that knowledge is maintained. The quick quiz asks children to recall prior knowledge from the time period being studied and previously studied time periods. Additional end of topic quizzes requires children to recall key information from current and previously studied historical periods to ensure that knowledge is retained. Educational visits and hands on learning opportunities are provided as often as possible to enthuse the children and bring History to life. A large timeline is displayed centrally to support the development of chronological understanding, alongside classroom timelines, which are built to display the children's studies for each historical period.

Impact

Children will have a coherent knowledge and understanding of Britain's history and that of the wider world and will be curious to know more about the past. They will understand how the past influences the present and the future. Children will be able to use their developing skills as historians to ask and answer questions about the past with confidence and conviction. They will be able to support and challenge viewpoints drawing upon evidence to support them. This will be evident in children's topic folders, writing books and in conversations and discussions with them. Children will be equipped with the historical skills and knowledge required for further study in Key Stage 3 and beyond.