



## **Curriculum Intent**

### **Statement of Intent**

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

### **Curriculum Drivers**

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the wider curriculum
- Strive to be healthy
- Love language.

### **Statement of Intent for History**

At Deepdale Community Primary School our History intent is for children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Within this learning we will celebrate our similarities and differences through the study of diverse societies and the relationship between different groups of people. We will have high aspirations by exploring how significant individuals and events either local or worldwide have shaped our world. We will show passion for the wider curriculum by inspiring pupil's curiosity to know more about the past by using a range of artefacts and sources. We will strive to protect the children's emotional wellbeing by equipping children to think critically and develop perspective and judgement. Lastly the progression of rich historical vocabulary will enable our children to become successful historians.

### **Vision for History**

At Deepdale Community Primary School we believe 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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



**The National Curriculum 2014 states:**

**Key Stage One**

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

**Key Stage Two**

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



## **Curriculum Implementation**

### **Principles of Teaching and Learning**

In the Foundation Stage, the EYFS framework gives us a set of common principles to deliver quality early education and experiences for all children. We do this by acknowledging the unique child and by providing positive relationships and enabling environments. We relate the History aspects of the children's work to educational programmes, 'Development Matters' and the Early Learning Goals as set out in the statutory framework and non-statutory guidance materials. Our planning reflects the characteristics of effective learning.

In Key Stage One, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In Key Stage Two, pupils should continue to develop a 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 regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Teachers plan lessons in accordance with our teaching and learning policy and in the lessons children have access to teacher guided sessions where information is provided, paired or mixed ability group work, class discussions, differentiated tasks, integrated ICT and outside speakers to enhance their learning in History.

In some cases year groups have adapted the national scheme to the local circumstances of our school e.g. Tom Finney in Year 2. Curriculum planning is in three phases (long, medium and short term) for all year groups.

### **Sequencing of Learning (Why have you sequenced the curriculum this way?)**

Across the Key Stages children will reflect on previous learning to consolidate before building on this and exploring new concepts. The curriculum is designed to develop their understanding of the past through chronological skills with progressively complex areas of study that build up their knowledge of significant historical events.

### **Reading across History**

Children at Deepdale are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills through being provided with a range of engaging challenging texts that are used across history. Included within this are texts that reflect the period of history they are studying which they can link to their learning which in turn enhances their understanding of that period of time.

### **Learning Environment**

Learning environments should engage, stimulate and support learning through use of displays that include key vocabulary.

### **Relationship to other subjects**

History contributes significantly to the teaching of English by actively promoting the skills of speaking, reading and writing. Children develop orally through discussing historical questions or presenting their findings to the rest of the



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class. History provides the opportunity for writing for different purposes and in different genres. The teaching of history also develops children's mathematical understanding through developing a sense of chronology, sequencing activities with timelines and enhancing children's understanding of the vocabulary associated with the passage of time. Children develop their empathic skills in History, which is linked to PSHE objectives. They also have improved access to supporting materials through ICT; it is used in a variety of ways including CD Roms, e-books, websites, virtual tours, films, DVD and interactive games. Where appropriate teachers will also make links to fundamental British Values when planning and delivering History lessons.

### **Inclusion**

For children with special educational needs (SEND) teachers prepare and adapt activities such as focusing on limited aspects of the program of study, linking skills to personal experiences to the child or through providing additional adult support. Teachers are always aware of targets and objectives on individual children's TLP.

Children working at a greater depth (GDS) are encouraged to show particular skills such as inference when reading a historical text, use subject specific vocabulary confidently, substantiate arguments and access artefacts and source materials with independence. They are actively encouraged to develop, with ease, a chronological framework within which to place existing and new knowledge. Children are also encouraged to develop reasoning and problem solving skills, think flexibly, creatively and imaginatively and manipulate historical evidence and information well.

We are committed to ensuring that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members. History within our school provides all children with opportunities to explore concepts and issues relating to identity, equality and the opportunity to fulfil their potential.

### **Curriculum Impact**

### **Assessment**

Assessment is on-going and is a vital tool to aid future planning. Children are assessed in their oral responses as well as their written work and each child's progress will be noted. In KS1 and KS2 teachers will assess the children using the end of key stage expectations and in the Foundation Stage children will be assessed using a learning journal and floor book. In KS1 and KS2 the children have a history book which is used to record learning through written work and photographs.

### **Reporting**

Parents are fed back to on an annual basis through end of year reports. Parents also have the opportunity to discuss their child's progress in History during Parents Evenings.

### **Recording**

In KS1 and KS2 the children have a History book which is used to record learning through written work and photographs. In the Foundation Stage work is recorded in a learning journal and a floor book. All work is marked in accordance with the 'Feedback, Review and Improve' policy (please see separate policy for further guidance). Written or verbal feedback will be given.



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### **Monitoring and Evaluation**

All teachers are responsible for monitoring standards but the subject leaders take the lead in this:

- subject leader to analyse teachers medium term plans to monitor coverage and balance of the curriculum planned;
- support colleagues in their teaching, by keeping informed about current developments in History;
- subject leader to prepare a short summary for the governing body and to discuss with the named governor the schools planning and developments;
- use allocated time to monitor and review documents, planning and evidence of children's work.
- progress is measured by monitoring and evaluating against the Progression in Skills document when observing individual skills at different stages of a child's school experience.
- subject leader has a History portfolio where samples of work and photographs are kept to show the variety of History taught in school and to show skill development.

### **Resource Management**

It is the responsibility of the subject leaders to audit resources across the school and monitor their use, including impact on pupil learning. Where a shortage of resources is/are evident, this must be reported to the phase leader in order for replenishment to be facilitated. This must be done in advance to ensure that the year group budget can accommodate any ordering of new resources.

### **Safety**

The internet is an invaluable resource in the teaching of History and can raise educational standards by allowing teachers and pupils to search for information from a wide range of sources, finding out about places and people around the world. As with all school resources, use of the Internet needs to be well managed and carefully organised to ensure its effective and appropriate use. The use of the internet should be in accordance with the schools e-safety policy.

### **Review:**

This policy was reviewed in March 2023 and will next be reviewed in March 2025

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