**History – Delph Side Community Primary School**

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace**learning through real-life, hands-on experiences.

To prepare children to **evolve** into the next stage of their schooling.

**Intent**

At Delph Side Community Primary School, we aim to provide creative high-quality History lessons to inspire and motivate our children to prepare them for their next stage of life.

Our History curriculum provides children with opportunities to develop their historical awareness of key contributing events, societies and civilisations which have impacted Britain and our lives today. Our curriculum aims to progress the children’s understanding of their ancestry, their chronological awareness and how we utilise a range of historical sources to understand our past.

By the age of 11, the children will know how to evaluate a range of historical pieces of evidence, form a chronology of key events, their dates and the names of influential figures involved, and will be able to talk about influential civilisations from across the globe which have had impact on our way of life in Britain. Children will also have a deeper understanding of the history of their local area, to appreciate how communities form over centuries to become the societies we live in today.

Children will be introduced to various historical events and eras over their curriculum journey, and will access high-level, topical and historical vocabulary used by historians and by experts in each topic taught. The skills they will obtain are applied to their other curriculum topics, allowing children to use their history skills and understanding to reflect on and explore topics in greater detail; for example, by evaluating geographical sources of evidence, enhancing their reading skills and developing empathy and sympathy for key figures in their history learning - developing their personal, social and emotional development. Chronological learning will also enrich mathematical sequencing, difference and sum knowledge when charting successes and failures within taught civilisations and key historical periods.

**Implementation**

As part of this planning process, Subject leaders and teachers will plan the following for in preparation of teaching the lessons:

* History Curriculum Map and Progression of skills.
* A series of lessons, which carefully plans for progression and depth.
* End of topic assessments which test understanding of new knowledge and explore how and why things might’ve happened.
* Enrichment opportunities to enhance the learning experience.
* Displaying and celebrating the pupils’ historical enquiry in their class, around school and in the wider community.
* Themed History Days and History weeks to focus learning through key dates, commemorative events and anniversary dates which have significantly impacted British history and society.

**Impact**

Our History Curriculum has been well-structured and sequenced to demonstrate progression of skills, whilst building outwards from children’s prerequisite knowledge of home and community, into the past of the wider world. Children will have a deep understanding of their local history and ancestry, then understand how it fits into a timeline of wider historical events and eras. Children will journey through a range of ancient civilisations, as they took place and overlapped through history, whilst deepening their knowledge and understanding of significant commemorative dates in British history, such as: November 5th 1605 and Remembrance Day.

In addition, we measure the impact of our curriculum through the following methods:

* A reflection on skills achieved against the planned outcomes.
* Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work. (PAQ)
* Learning Walks
* Book Monitoring
* Staff Attitudinal Questionnaire.
* Reviewing social media platforms and parental engagement in response to our planned enrichment activities.