

Sholing Junior School



'Achieving Together'



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Primary History Curriculum 2014:

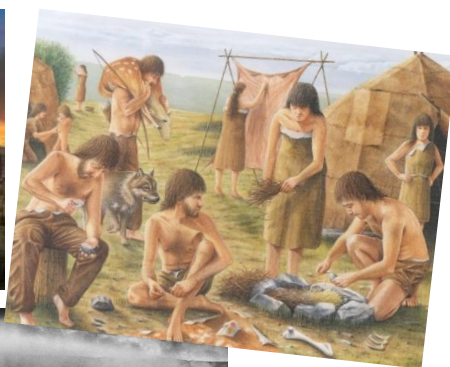


A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. 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.

Intent Statement

History is an integral part of Sholing Junior School's curriculum, where a range of carefully sequenced lessons, allow children to gain a coherent knowledge of the past. Within the history curriculum, we recognise the importance of how first-hand learning experiences, through educational trips and visitors, not only develop a deeper understanding of Britain's past and that of the wider world, but also inspire all children to becoming lifelong learners.

Children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. As a consequence, children become creative, curious and critical thinkers, aware of 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. Alongside our learning behaviours, British Values are woven into the history curriculum, promoting mutual respect, tolerance, individual liberty, rule of law and democracy. Strong cross-curricular links are identified to further contextualise and deepen learning.



Our Aims: At Sholing Junior School we aim to:

- make learning in history a meaningful, interactive and enjoyable experience;
- fuel children's interest in the past, developing an understanding that allows them to access the history around them;
- teach children to develop critical analytical skills when interpreting evidence;
- encourage children to think as historians through the skills which they are taught;
- provide the children with a range of site visits to enrich their understanding of history;
- ensure that links are made with other subjects therefore strengthening and enriching learning across the curriculum;
- exceed the requirements of the National Curriculum 2014;
- identify able pupils and provide an appropriate challenging and supportive environment for their learning;
- to provide support and appropriate resources for pupils with special educational needs so that they may succeed in their learning;
- to provide support for disadvantaged children to access learning.

Why we teach History:

History is taught at Sholing Junior School in order to develop key historical skills and concepts. Through the teaching of history children will learn:

- the chronology of British history, including the duration, length and overlap of significant events;
- to know how Britain has been influenced by the wider world;
- to identify characteristic features of periods and societies (including ancient civilisations) such as their beliefs, ideas and the experiences of the people;
- to understand historical concepts such as 'continuity', 'change', 'cause', 'consequence', 'similarity', 'difference' and 'significance';
- to gain and deploy a historically grounded understanding of abstract terms such as 'civilisation', 'empire', 'peasantry' and 'parliament';
- to recognise that the past is interpreted and represented in different ways. Children will be able to give reasons for this;
- to use a range of sources to find out about the past;
- to identify and describe reasons for and results of historical events, changes and situations;
- to describe and make links between the main events, situations and changes within and across periods studied;
- to ask and answer questions. Select information relevant to the focus of an enquiry.

History at Sholing Junior School will be taught through enquiry. All History planning will have a lead enquiry question which will focus the content of the unit and the majority of the learning will follow the lead enquiry question.

Our Strategies

At Sholing Junior School we employ a wide range of strategies to meet the individual needs of our pupils in history by providing:

- access to a wide range of high quality history resources;
- a scheme of work and medium term plans in each year group based on the National Curriculum 2014 programmes of study that ensures progression of skills and makes rich and relevant links within our existing project structure;
- an integrated curriculum with clear and relevant links made to Literacy, Geography, Computing, Music, Art and Dance;
- opportunities to experiment with and explore a wide range of historical artefacts – primary and secondary sources – to allow children to make discoveries for themselves;
- activities that challenge thinking and pre-conceptions and provide children with a better understanding of the past;

- opportunities to experience first-hand life in the past through themed 'drama days' related to year group topics;
- chances to visit a range of key historical sites in order to introduce, consolidate and enrich the children's understanding of the topic;
- opportunities to enhance learning in history through visitors will be taken where appropriate;
- suitable computing and drama activities to both support and enhance learning;
- well-planned focused tasks which encompass a variety of teaching and learning styles, with a particular emphasis on visual and kinaesthetic learners.
- looking at the impact of History in the local area, ensuring they see the impact it has had and arranging visits that link to the local area

History in Sholing Junior School will focus on enabling children to:

- develop knowledge of chronology and accurately using the associated vocabulary;
- identify characteristic features of the periods studied and their significance to that time period and over time;
- understand cause and consequence and become able to assess and rank the significance of the impact over time;
- make connections and contrasts between trends over time;
- recognise and understand bias in sources of evidence;
- use a wide range of sources to find out about the past;
- select and use information appropriate to the enquiry, drawing their own conclusions about the past;
- present their findings in a variety of ways.

Our Resources

To further enrich the History curriculum at Sholing Junior School, we will:

- use the ICT network to access to multimedia resources such as and the Internet;
- utilise the school library and all classrooms for a wide range of books for both staff and pupils to refer to and use in the classroom to support learning.
- further resource our access to historic text via key texts.
- use History themed boxes in school that have a range of items that link to each year group topic. This ensures children have access to hands on learning

Our History Leader

The member of staff responsible for the leadership and development of history throughout the school is Jessica Thompson. She will:

- seek to enthuse pupils and staff about history and promote high standards of achievement and high quality provision;
- advise and support staff in the planning, delivery and assessment of history;
- manage and develop resources for history;
- monitor and evaluate history throughout the school, ensuring continuity and progression;
- keep up to date with current developments by attending courses, liaising with colleagues from other schools, and use this as a basis for staff development activities;
- continue to promote and raise the profile of history throughout the school.

Assessment, Record Keeping and Reporting

Assessment will be linked to the key skills in the study unit. In order to ensure continuity, progression and high standards of achievement in history, assessment for every child will include:

- ongoing formative assessment through observations and dialogue with children – to form basis for individual targets / 'next steps';
- short assessment tasks identified within the MTP for each study unit, accessible to all abilities and allowing demonstration of understanding;
- a sample of skills based assessment throughout the Key Stage to demonstrate progression in each area;
- a summative assessment of each child's progress in history over the year will be provided in their end of year report;

- a subject leader's assessment portfolio to showcase the range of activities and learning across all year groups;
- pupil interviews with a selection of pupils across year groups.

Our Success Criteria

We expect 90% of our children to attain standards in line with or above those stated in the statutory guidance.

SEN, Pupil premium & Greater depth in History at SJS

At Sholing Junior School we aim to:

- provide visual and concrete resources to support children with SEN to ensure an inclusive approach to the subject;
- support and extend children through the use of geography technologies (ICT) and adult support;
- deepen children's knowledge by asking non-routine questions within the topic of focus and providing high-level questioning for the children to explore;
- set tasks which will allow children to work at a greater depth to their peers with greater independence and ownership of tasks.