



History statement of intent October 2021

History is interwoven into our everyday life as we think about our own pasts, presents and futures. It is important to learn about the past, ask questions about how times have changed and compare different world events to understand how society has been shaped to become the one we live in now.

At Churcham and Ashleworth Primary Schools we aim to deliver a high quality history education which makes full use of the resources within the immediate and wider local area, enabling children to develop a deep understanding of the history in their locality. Topics are informed by the National Curriculum 2014 and are taught on a 2 year rolling programme in Key stage 1 and on a 4 year rolling programme in Key stage 2. In line with the National curriculum we aim to ensure that all pupils:

Gain a coherent knowledge of understanding Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past. Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Begin 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.

How do we teach History at Churcham and Ashleworth C of E primary school?

The teaching in Reception follows the 'Development matters in the EYFS' guidance which aims for all children to have an '*understanding of the world; people and communities, the world and technology*' by the end of the reception year. Areas of provision are enhanced to ensure vocabulary is taught and that children develop an understanding of the difference between past and present.

In Key stage 1 and 2 our teaching focuses on developing the key skills of chronological understanding and knowledge of events in the past. They children will also learn the skills of historical enquiry, communication and organisation. As historians children will learn lessons from history to influence the decisions they make in their future lives.

Key knowledge and skills

These are implemented through the use of the following:

- **Knowledge organisers.** Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.
- **History displays** which include key knowledge, vocabulary and questions generated by the children. They also show the terminology used throughout the teaching of History and allow pupils to make links across the wider curriculum.

- **Large class timelines** are on display in each classroom to enable children to put new learning in the context of their knowledge so far and to order periods of History.
- **History books.** Children will have constant access to a wide variety of subject specific fiction and non-fiction books available during History lessons and for reading for pleasure in guided reading. Whole class reading books will be used by the teachers.
- **Artefacts** will be available for children to explore and investigate in class and/or on school trips. We believe that handling real objects enhances the children's historical knowledge, understanding and skills.
- **Sources** will be used and discussed, We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

Teaching of History

History should be fun, engaging and develop children's inquisitive minds. Teachers ensure that the key knowledge and skills for each year group are covered through the topics. By the end of Year 6, children will have a chronological understanding of British history from the stone age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. The local area is fully utilised with a strong emphasis on people and the community of the locality.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified vocabulary and knowledge.

A wide variety of teaching approaches are used to ensure that children are making good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of written, hands on and verbal lessons to enhance their speaking and listening skills too.

How do we assess History?

Reception are assessed against the Early Learning Goals. KS1 and KS2 are assessed at the end of each whole term, with the class teacher makes a summative assessment of what each child can do against the skills that have been linked to that topic area. The History Subject Leader will collate and analyse this data.