



Subject on a Page for History

Why you teach it - your purpose of study

At Colerne Church of England Primary, we want all our pupils to have the opportunity to develop their curiosity about the past. We want them to know that history is not only about facts and dates but we want to encourage them to become detectives who explore the past in an exciting way. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops. All of these will bring the children as close as possible to the past. We teach that history can provide us with insight into our cultures of origin as well as cultures with which we might be less familiar, thereby increasing cross-cultural awareness and understanding.

INTENT

What you teach - your programme(s) of study

We want our children to gain a chronological knowledge and understanding of the past, both in their own country and in the wider world, and to ignite their interest and stimulate their curiosity to find out more. Through discovering how and why society has changed and developed over time, children will better understand how the past influences the present. We will encourage children to ask their own questions about the past and think critically, evaluating evidence to begin to understand significant aspects of history and the process of change in societies. We want them to have, where possible, real life experiences and learn about history in an active, creative way. Children will create their own structured accounts of history, including written and spoken narratives and analyses from their own research and understanding. They will develop a wide vocabulary of key historic terms and understand such historical concepts as continuity and change, cause and consequence and will draw their own connections and conclusions seeing contrasts and trends in different periods. They will 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. Topics are chosen to ensure throughout their time in school, children will gain knowledge of a range of historical periods, from both this country and the wider world, including a focus on the history of our local area and where possible there will be a link to previous learning to cement their chronological understanding.

IMPLEMENTATION

How you teach it - your delivery of the above


History is taught mainly through a discrete approach with links to other areas of the curriculum such as English and Art and gives pupils a chance to explore a wide range of sources from which the past may come alive. This will include a range of out of school visits, workshops, visitors and artifacts. A two-year cycle is planned to provide a wide coverage and chronology of British history, along with aspects of the ancient world and other non-European cultures. Teachers plan history lessons carefully using the objectives from the national curriculum, which then form the basis of assessment. Teachers are able to see what skills and knowledge have been taught previously and try to make links to these to secure learning. They also make links to the local area to make history more relevant to the children.

IMPACT

So what - your evaluations of the above

Our history curriculum is high quality, well thought out and is planned to ensure coverage of the objectives and demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; assessment of the skills and knowledge with through end of topic assessment and pupil discussions about their learning.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:

		
Developing	Secure	Embedded

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
<ul style="list-style-type: none"> • The history curriculum has been organised to ensure there are links between year groups, progression, diversity and that local history is covered. • Assessment documents have been written to cover all national curriculum objectives in skills and knowledge. • A giant timeline has been produced and hung in the KS2 corridor which features British and World events, historical eras and significant individuals to help children gain a better understanding of chronology • A review of children's books and interviews with the children about their learning has taken place. 	<ul style="list-style-type: none"> • Review what sources of evidence we have in school, such as artefacts and consider updating these to suit the curriculum we currently teach. • Visit classrooms to get an idea of how lessons are delivered and what the outcomes are. 	<ul style="list-style-type: none"> • A whole school local history focus is being considered to include walks in the village with a local historian and studies of nearby towns. • Collect example of best practice, start a portfolio of evidence and share these with staff.
Previous CPD	Planned CPD	