



GATEWAY FEDERATION



SUBJECT STATEMENTS

Curriculum Subject Area

HISTORY

Date September 2024

INTENT (Aims, Aspirations, Linked to school values, Linked to our 'Federation Curriculum Statement')

In our schools, the History curriculum aims to inspire curiosity and develop a desire to never stop wanting to find out more. Young people need a sense of history in order to understand themselves, their identity and the world around them. They need to be able to ask questions and evaluate the answers they receive – never settling for a shallow answer and pushing for a deeper explanation that will enhance their understanding of the world around them.

Where possible, teaching is linked to the “Imaginative Learning Projects” taught and children are encouraged to have a questioning approach to the learning taking place. This ensures our children are able to explore the wider connections between subjects and become more confident historians. The History curriculum is carefully planned to ensure current learning is linked to previous learning, by covering key historical periods in chronological order where possible. In line with the national curriculum 2014, we aim to ensure that all pupils; gain a coherent knowledge and understanding of 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.

IMPLEMENTATION (Long term Plan, Teaching approach, Wider community, Ensuring Progression, Wider Opportunities, Enrichment / Additions to the curriculum.)

The Early Years Foundation Stage (EYFS) follows the statutory framework early learning goal ‘Understanding the World’ which aims for all children in reception to be able to talk about the lives of people around them and their roles in society, know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and understand the past through settings, characters and events encountered in books read in class and storytelling.

In KS1 and KS2 History lessons are delivered in blocks that, where possible, link with the Imaginative Learning Project being taught. The key knowledge and skills required of each block have been identified and consideration has been given to ensure progression throughout each year group across the school. 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.

Key implementation tools include;

Basic skills: English, Maths and ICT skills are taught during discrete lessons but are revisited in History so that children can apply and embed the skills they have learnt in a purposeful context.

Learning Environment: Historical timelines are used to place new learning within the context of previous learning, as well as acting as a reference point for teachers to use during lessons where a time context is required. Events can be added to the historical timeline to help children develop a greater sense of chronology. Classroom displays are used to reinforce learning through visual reminders, children’s work and vocabulary related to the period being studied. Children also have access in the classroom to a wide variety of related fiction and non-fiction books related to their current learning.



GATEWAY FEDERATION



SUBJECT STATEMENTS

Artefacts or historical sites: Where possible we use artefacts or visits to historical sites to not only inspire, but also allow our children to explore and investigate these items or locations, thus deepening their historical knowledge, understanding and enquiry skills.

Cultural Capital: School trips, visitors and involvement in community activities, such as the recent 200-year anniversary of the Gorsley Goffs Primary School, provide first-hand experiences for the children develop their understanding of the local events that have shaped their own heritage or world events that, when understood, help develop respect and tolerance of other religions and cultures.

British Values and Social, Moral, Spiritual & Cultural Development: The British Values concepts of democracy, rule of law, individual liberty, mutual respect, tolerance of different faiths & beliefs are intrinsically explored through the social, moral, cultural and spiritual questions raised and discussions held during History lessons. Our History curriculum children to develop **socially** through comparing and contrasting past and present societies; looking at how people may have been treated differently through history according to race, gender, physical ability and beliefs. **Moral** development is supported by exploring how events and beliefs in the past will often be at odds with what we would consider unacceptable today. Children will be encouraged to develop **spiritually** through developing a sense of curiosity and enjoyment of the mystery of how and why events in the past happened, and consider what could have happened if events had had different results. Children are also encouraged to reflect upon different interpretations of the past and how these interpretations have been arrived at. Children's **cultural** awareness is strengthened through gaining an understanding of, and empathising with, individuals from different cultural backgrounds and times. By examining other cultures, such as Ancient Greece, The Roman Empire, Vikings and Anglo-Saxons, and studying links between Local, British, European and World History children gain a better understanding of how British culture and the multicultural society we live in today developed over time.

Inclusive learning opportunities: All learners are supported in line with the school's commitment to inclusion, ensuring all children's needs are met and consideration is given to how, as individuals, all children are able to make progress in their learning. Children who have SEN or EAL are supported in a number of ways including; teaching key vocabulary prior to/at the start of the topic, seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc. and using directed adult support.

Learning Outcomes: Outcomes are regularly monitored to ensure that children have a sound understanding of History and the History skills that are being taught. Assurance on the teaching of History in the school is gained through class teachers' professional judgement, learning walks, reviewing books for content, skill coverage and key vocabulary, reviewing Creative Expression Documents, and ensuring teaching is in line with the school-wide History Curriculum Map.



GATEWAY FEDERATION



SUBJECT STATEMENTS

IMPACT (Measure of Success)

The aim of our curriculum is that:

- The children will develop detailed knowledge; knowing more, remembering more and understanding more about Local, British, European and World History.
- The children will develop key historical skills, including; chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and be able to organise and communicate their ideas when discussing historical learning.
- The children will receive a broad and balanced History curriculum as demonstrated through the children's acquisition of key historical knowledge and skills.
- Children should achieve age related expectations in History.
- Children who have SEN will achieve the best possible outcomes in History from their starting point.
- The children will learn lessons from the past, and use this knowledge to inform and influence the decisions they make in their future lives.

Positive areas for the subject. (What is working well in our schools?)

All teachers have a very secure understanding of the History curriculum and endeavour to teach high quality lessons that impart both historical knowledge but also the skills required by historians. The History Curriculum Map ensures coverage of the national curriculum as well as ensuring the knowledge the children gained in the previous academic year is built upon so that they are able to deepen their understanding of the world and the challenges it has faced, and may face again.

Areas for development for the subject

- To ensure a consistent chronological approach is taken to teaching History, and that the historical enquiry skills are progressively built upon as children move up through the school.
- To ensure that a child's historical knowledge becomes part of their long-term memory and enables them to make connections between past events, and helps them to understand current events.

Examples of experiences & activities children will have / do.

- School trips to sites of historical significance that directly relate to the period or event being taught. E.g. Y4 visit to Bishopswood for Saxon/Viking experience. Y5/6 - SS Great Britain.
- Visitors who can enrich historical understanding through sharing artefacts or their own experience of an event or historical period that directly relates to that being taught. E.g. visit of an Egyptologist.