

Rationale for History

Intent, Implementation and Impact

Intent

At Lacewood Primary School, our intent is to offer a high quality, rich and inspiring history education that aids pupils to gain coherent knowledge and understanding of the past world-wide. Within our curriculum, History will regularly contribute towards this by enabling pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world, inspiring pupils' curiosity to know more about the past, from the earliest times to the present day. We focus upon developing pupils' understanding of how people's lives have been shaped and influenced by significant people and events both within the British Isles and the wider world. The three 'Golden Threads' we have chosen for our History curriculum which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick are:

- 1: Important people or events that shaped history**
- 2: Invaders and Settlers**
- 3: Societal Change (The lives of....)**

Implementation

EYFS - The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World- Past and Present and People and Communities'. Children find out about past and present events in their own lives, their families and other people they know. They are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time, looking at photographs of their life and of others. Thematic planning in FS2 focuses on similarities and differences between things in the past and now e.g. the seaside, transport and ourselves. Children are exposed to historical language through a language rich environment. Use of language relating to time is used in daily routines and conversations with children. In addition to artefacts and photographs, stories, non-fiction texts, songs, rhymes and poems are used to develop historical awareness and understanding.

Throughout Key Stage 1 and 2, over-arching and sub-questions form the basis of the children's historical enquiry into a topic.

In Key Stage 1 children are taught a stand-alone History lesson once a week, over a half term, alternating with Geography. Often, the history topic will link (where possible) into other areas of the curriculum to develop and broaden children's understanding. Children start their topic by identifying what they know and key questions that they would like to find out during their learning journey. Children will be given the opportunity at the start of lessons to recap prior learning and understand how this new learning builds on prior learning. This will be done through discussion or quizzes. Children will experience the topic through a variety of ways: videos, pictures, school visits, visitors into school, exploring sources and research using technology. Children will be immersed within key vocabulary throughout the topic, this will be visible in books and classroom displays.

In Key Stage 2 children are taught a stand-alone History lesson once a week, over a half term, alternating with Geography. As in Key Stage 1, the history topic will link (where possible) into other

areas of the curriculum to develop and broaden children's understanding. Children will start topics identifying what they know and key questions that they would like to find out during their learning journey. Children will be given the opportunity at the start of lessons to recap prior learning and understand how this new learning builds on prior learning. This will be done through discussion or quizzes. Children will experience the topic through a variety of ways; videos, pictures, school visits, visitors into school, exploring sources and research using technology. At the end of a topic, children will write down key learning that they have obtained. Children will be immersed within key vocabulary throughout the topic, this will be visible in books and classroom displays.

Impact

We use a small selection of formative and summative assessment tools to inform future planning. Teachers will discuss with children at the start of lessons to assess their understanding of prior learning. Summative assessment will be undertaken at the end of the topic through the use of mini-quizzes. History is monitored through: discussions with children, staff, lesson visits and book monitoring to establish the impact.