



Golden Valley Primary School Guidelines for History

Intent

In line with the 2014 National Curriculum for History, our aim is to provide a high-quality History education. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group as informed by the National Curriculum. This is structured to ensure that children can make links across and within the periods of history that they study. Key skills are mapped for each year group and are progressive throughout the school. The History Curriculum is designed to make full use of the wider local area, enabling children to develop a deep understanding of their rich local history of their locality. We aim to stimulate pupil's curiosity to know more about the past.

Our intent is that...

- Children will have the skills to think critically, ask perceptive questions, interpret and analyse historical sources.
- Children will develop a coherent understanding of chronology in the context of British history and that of the wider world.
- Children will understand the cause and effect of world, national and local events, including local history, broadening their understanding of their place in history and the diversity of society.

Role of the Subject Leader

The History Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. The History Subject leader is a member of the Historical Association and will seek out training opportunities as part of CPD, cascading this training to teachers through staff meetings. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year.

The subject leader will ensure high standards across the History Curriculum through effective monitoring, modelling of lessons, pupil interviews and support with planning, as appropriate.

Implementation

Teaching and Learning

At Golden Valley, History is taught in blocks throughout the year to ensure that children are able to develop depth in their learning. The key knowledge and skills that children will acquire have been mapped to ensure progression throughout the school. In Key Stage 2, the blocks are organised in chronological order to enable children to better understand cause and effect and the development of societies over time. In Key Stage 1, units of work focus on significant people, places or events within living memory.

Timelines are introduced as a concept in EYFS using the children's experiences, such as the sequence of events during their lives. This is then built on throughout KS1 and KS2 where progressive timelines are used to reinforce the duration, concurrence and connections between different eras in history. Teachers make deliberate connections and draw comparisons between the different time periods that the children have studied to help them to understand change over time. At the start of each



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History unit, teachers assess what the children already know through discussion and use questioning to identify areas of interest. These are then incorporated into the unit where possible.

The History Subject Leader and Curriculum Lead work together to co-ordinate and support the development of History throughout the school. It remains the responsibility of each teacher to deliver appropriate activities and to monitor and record pupil progress in History.

Planning and Resources

Planning: We use the Lighthouse School Partnership planning, to deliver the History curriculum. The scheme is carefully mapped out to ensure progression of knowledge, skills and vocabulary across the primary range. It covers all objectives in the National Curriculum and allows knowledge to be revisited throughout the primary years. It has an enquiry approach, encouraging children to use prior knowledge and skills to ask and answer questions.

Year group teams make adaptations to the planning to meet the needs of the children. When planning, the school's own context is also considered and opportunities for learning outside the classroom are maximised to further support the contextual relevance of the History curriculum. Visits, or workshops in school, also help to make these direct links between the children's historical learning and history in the outside world. The school aims to nurture children's curiosity through year group WOW days that build on their knowledge and understanding and enrich their learning.

Teachers use the History Progression of Skills document and the National Curriculum to plan the units of work. The local area is considered when planning to maximise opportunities to discuss and visit places of historical interest. The History Curriculum is designed to broaden the children's understanding of diversity.

The teaching of history in EYFS is in accordance with the EYFS national framework. Children are guided to make sense of their world and community through opportunities to explore, observe and find out about people and places.

Resources: Artefacts, historical sources, maps, and photographs are used to support contextualised learning. Teachers aim to nurture children's curiosity through WOW days or visiting experts. The school has collections of resources to support the teaching of History projects. Bristol Museums and The Weston Museum have handling boxes that can be loaned.

Equal Opportunities and Inclusion

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to History and all staff members follow the equal opportunities policy. Teaching is adapted for children with SEND and for children who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately.



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Parents and Carers

Parental input is highly valued and parents/carers are regularly invited and welcomed into school to share their own expertise with the children. Members of the wider community with specialist expertise and knowledge are also encouraged to share their knowledge in school.

Impact

Children will leave Golden Valley with a curiosity about History and a coherent knowledge and understanding of Britain's past and that of the wider world. They will be equipped with the skills to make use of historical sources and make links between different time periods in order to understand changes over time.

The progression of knowledge, skills and vocabulary is evidenced in the whole-school planning document. Teachers and the History Subject Leader carefully track the coverage of each area of study and use assessment to understand the impact of their teaching.

Formative Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum. These are set out as statutory requirements. We also draw on the non-statutory requirements to extend our children and provide an appropriate level of challenge.

Pupils' knowledge of the concepts covered by the programme of study may not be immediately apparent in the work they produce. The use of open questioning allows teachers to both assess and develop their grasp of concepts. Children receive effective feedback through teacher assessment, both orally and through written feedback.

In EYFS, we assess the children's Understanding of the World according to the EYFS framework.

Summative Assessment

Teachers complete termly history assessment sheets specific to the unit taught. The History Subject Leader monitors assessments across the school, providing advice and support for teachers as appropriate. These are then used to inform future planning and to enable accurate records to be kept. Evidence of children's work may be recorded in their History books, whilst some areas may be evidenced through teacher observation during the lesson.

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