



Grange Primary School

History

Intent

At Grange Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past.
- Learning about the concept of chronology, which underpins children's developing sense of period, as well as key concepts such as change and causation.
- The ability to think critically about history and communicate ideas confidently to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make critical use of it to support their learning.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.



Implementation

The subject leader monitors all aspects of the history curriculum: coverage, progression, planning, teaching, learning and outcomes. To ensure consistency across the curriculum, the following are requirements for all subjects:

- A knowledge organiser for each unit which outlines knowledge (including vocabulary) all children must master.
- Homework projects using and applying history and other curricular areas.
- A cycle of lessons for each unit, which carefully plans for progression and depth.
- Detailed progression documents to ensure skills and knowledge are built upon across year groups, phases and key stages.
- Catalyst questions for pupils to apply their learning in a philosophical/open manner.
- Trips and visiting experts who will enhance the learning experience.
- A means to display, showcase and celebrate the pupils' history work in their class.
- Assessment and monitoring on a pupil, class and subject level.

Impact

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. Progress and attainment is measured and tracked against age-related expectations, statements and standards using the National Curriculum over-arching aims:

- Children know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Children know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Children gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.



- Children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- Children understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- Children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Rigorous and meaningful assessment is vital for consolidation, addressing misconceptions, determining next steps (individually and as a school) and celebrating success and achievements.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.