**INTENT**

|  |
| --- |
| **Purpose of Study** |
| A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It will inspire pupils’ curiosity to know more about the past and will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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. |
| **Intent from Subject** |
| The curriculum at Roby Park is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.  The History curriculum at Roby Park makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.  Topics are informed by the national curriculum and are sensitive to children’s interests, as well as the context of the local area. The History curriculum at Roby Park is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy.  At Roby Park Primary School, we believe that History encourages pupils to consider how the past has influenced the present, and how a variety of elements influenced people’s actions. History also develops the skills of researching and evaluating evidence, the knowledge of past events, civilisations and personalities and the concepts of chronology. Learning about the past can influence pupils’ attitudes to the present and the future.  The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will:   * Increase and develop their historical skills, concepts, knowledge and attitudes. * Increase their understanding of the present in the context of the past. * Develop and use their skills in enquiry, analysis, evaluation, and argument. * Develop their interest in the past, arousing their curiosity and motivation to learn. * Develop a sense of identity through learning about the past. |
| **Aims from National Curriculum** |
| The national curriculum for History aims to ensure that all pupils:   * 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 * 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 * Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * 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 * 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 History – key stages 1 and 2 * Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international History; between cultural, economic, and military. |

**IMPLEMENTATION**

|  |
| --- |
| **Teaching & Learning** |
| **Organisation and Curriculum Coverage**  At Roby Park Primary, History is taught discreetly, whilst employing meaningful links to other subject areas. It is taught as part of a half termly topic, alternating with geography. To ensure high standards of teaching and learning in History, we have implemented a curriculum that is progressive throughout the whole school. Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups. Lessons are taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. Teachers use a variety of teaching and learning styles in History lessons, combining these with enquiry-based research activities. Pupils are encouraged to search for evidence and examine relevant sources such as artefacts, images and documents whilst asking and answering historical questions.  History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics 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. Interlinked with this are studies of world History, such as the ancient civilisations of Greece and the Mayans.  The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.  Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion.  Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.  Across the whole school, there are four key historical learning strands that the children will  explore over the course of their education at Roby Park:  ● To investigate and interpret the past.  ● To build an overview of world History.  ● To understand chronology.  ● To communicate historically.  As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.  The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria.  **EYFS**  The Early Years Foundation Stage (EYFS) follows the ‘Birth to 5 matters’ guidance which aims for all children in reception to have an ‘Understanding of the World; past and present, people, culture and communities and the natural world’ by the end of the academic year.  **Entry and Exit Points**  At the beginning of each topic, the topic is introduced via a WOW day. This can include enquiry based activities, workshops, visitors, dress up, Art enrichment or even a trip. The exit point is an opportunity to celebrate all that has been learnt.  **Resources**  Existing History resources are stored in class stock cupboards and are organised into topic themes, which are clearly labelled. The School Library Service provides a range of artefacts and topic related books to each class, every half term.  It is the responsibility of the class teacher to ensure they pack away all resources in the relevant class topic box for the subject at the end of each half term and to ensure all resources, artefacts and books are well looked after in class.  Teaching and learning in History is supported by a wealth of resources and the History association’s online platform.  **Knowledge Organisers and Quizzes**  At the beginning of every unit of work, the front cover will be a knowledge organiser to introduce the key concepts, knowledge and vocabulary. At the end of the unit, children will complete a quiz as part of their assessment to assess the ‘sticky knowledge’ taught which children can recall.  **Displays**  Each class is expected to have a topic table for each of the History schemes of work where books and other artefacts are displayed and easily accessible for children.  Every class will display a half termly A3 size Knowledge Organiser along with key vocabulary in their classroom. Examples of processes and learning will be displayed as well as end of unit outcomes.  Whole school History displays will be produced in communal areas around the school, lead by the History subject lead.  **Home Learning**  History home learning opportunities will be set through half termly ‘Thinking Homework’ projects where children can select from 9 different tasks. Home learning collaborative displays will be visible around the school, in communal areas.  Home learning will be set in the second week of every half term, via Seesaw. Depending on the task chosen determines whether home learning will be uploaded via Seesaw or will be brought in physically.  **Presentation**  Handwriting and presentation is a whole school priority and the highest standards are expected across the curriculum. Presentation reminders will be glued in the front of all books and children will be reminded in all lessons of handwriting and presentation expectations. Staff will model the expectations throughout the curriculum.  **Planning**  All planning should be readily available in planning folders. Humanities lessons should be mapped out on the Humanities Medium Term Planning template and then Smart Notebook slides or PowerPoints should be used to ensure a clear, progressive learning journey.  Plans should be available from the beginning of the week, should anyone need to take your class. |
| **Cross Curricular Links** |
| At Roby Park, we use History to promote learning across many areas of the National Curriculum, including:   * The application of all basic skills (including Reading, Writing and Mathematics) within the History curriculum * The use of computing both to find and present historical data. * Citizenship, through moral, social and cultural development. * Developing language skills, through both reading and writing a variety of texts. * Application of number, through historical research and enquiry. * Developing geographical knowledge when learning about past events in other places. * Looking at art, music and technology from the past as source of evidence.   Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.  **Links to Spiritual, Moral, Social and Cultural Development**  Pupils’ spiritual development is enhanced through History by   * Researching and discussing the beliefs of peoples of the past, and their influence on the beliefs of the peoples of today. * Gaining a sense of enjoyment and fascination in learning about sense of enjoyment and fascination in learning about themselves, others and the world around them * The use of imagination and creativity in learning * A willingness to reflect on experiences. * Pupils’ moral development is enhanced through History by recognising the difference between right and wrong in historical situations and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England * Understanding of the consequences of the actions of people in the past, and applying this understanding to their lives today * Investigating, and offering reasoned views about, moral and ethical issues from the past, and being able to understand and appreciate the viewpoints of others on these issues. * Pupils’ social development is enhanced through History by being able to cooperate well with others and resolve conflicts effectively through historical work and role play. * An understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. * Pupils’ cultural development is enhanced through History by an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others knowledge of Britain's democratic parliamentary system and its central role in shaping our History and values, and in continuing to develop Britain participating in, and responding to, for example, artistic, sporting, and cultural opportunities * An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities |
| **Inclusion** |
| All pupils are entitled to access the History curriculum at a level appropriate to their needs.  To ensure inclusion, teachers use a range of strategies in line with the school’s inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.  The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.  Through the use of KWL, teaching takes account of children’s own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging History curriculum and this is supported through a number of links with places of Historical interest in the immediate and wider locality which engage the children further through practical learning activities. |
| **Equal Opportunities** |
| At Roby Park Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.  Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. |
| **British Values** |
| History provides many opportunities to study how the idea of British values have changed and events in UK and world History where British values have been tested such as both World Wars. Through themes of war and conflict, crime and punishment and black History month, children will examine concepts of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:   * Theme weeks – STEAM week, World Religion Week, Growing Up Week * WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting * Celebration afternoons to celebrate and exhibit our learning with the wider community * Invite visitor’s in – local artists, historians * Educational visits, workshops and residential trips – art galleries and museums * Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day * Enterprise week – Y5/6 Fiver Challenge * ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops * Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer * Sporting events – inter and intra competitions with the collaborative schools and KSSP * Collaborative events with local schools * Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies   Enrichment activities will have an impact on a pupil’s learning by creating memorable experiences both in the classroom and beyond. At the beginning of each History topic children will take part in a ‘wow’ day or activity, to engage and promote curiosity, and then at the end of each topic children will celebrate all they learned. This may include fieldtrips, visits or visitors and theme days. In addition, we place great emphasis on studying local History; making History relevant to the lives of the children and giving them an improved sense of identity and place through engagement with their own locality. All children study an aspect of local History in the spring term. |
| **Community Links** |
| Community links are made through local History study and include significant historical events, people and places in their own locality. Field trips are made to historical sites, places of historical interests and museums. In Key stage 1, the study of changes within living memory highlights the living memory of the community in which they live. Therefore, we encourage pupils to discuss their History topic with members of the community to gain insight into changes over time. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

|  |
| --- |
| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.  Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.  Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.**  Outcomes in Humanities books, evidence a broad and balanced History curriculum and demonstrate the children’s acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic, using the end of unit Knowledge Organiser Quizzes.  Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. |
| **Assessment** |
| At Roby Park Primary assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made. Teachers’ own formative assessments will be based on learning objectives and success criteria identified in their planning, and evaluation of lessons. Feedback is given to children in line with the school marking policy.  Half termly assessments of objectives taught will be updated on Insight for foundation subjects. Steps that children are working at will be recorded at the end of each term. Teachers will record children’s performance against the age related objectives for the curriculum and decide whether children are working towards, at or above age related expectations. Assessments are used to inform planning and close gaps, in order to accelerate progress. Subject leaders will analyse termly data and address areas for curriculum development.  Pupils’ work is recorded on Seesaw where pupils are able to self and peer assess. |
| **Monitoring and Evaluation** |
| Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:   * Ensure there is clear progression throughout the school * Creation of termly data reports * Reporting to SLT & Governors * Pupil voice * Work samples * Learning exploration blinks * Developing cultural capital opportunities and events * Identify any training needs and offer extra support and guidance to staff when it is appropriate * Ensure that there are suitable resources to help with the teaching and learning of their subject |
| **Review Date** |
| **Policy Agreed:** July 2022  **Policy Review:** July 2024 |