



## HISTORY

GREAT FINBOROUGH  
CHURCH PRIMARY

### Our Intent Statement:

History has always been held in high regard at Great Finborough Church Primary School. The school's own rich history, within the context of the local area, is a celebrated and inspiring feature of the school. Our history curriculum draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. At Great Finborough Church Primary School, our aim is to ensure our pupils receive a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our intent is to deliver high quality history lessons that should inspire pupils' curiosity to know more about the past, and to extend their chronological knowledge, particularly within British History.

In addition, our teaching 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.

Our local visits and experiences to historically significant locations will provide the children the opportunities to utilise and apply the skills they have learnt, as well as developing an understanding of the historical importance of the area.

### Our Implementation Statement:

History at Great Finborough Church Primary is taught progressively in topics, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each topic have been mapped to ensure progression between year groups throughout the school. The History Curriculum is delivered over a three-year cycle for both Lower and Upper school children; Cycle A, Cycle B and Cycle C.

The history curriculum has six main aims for the children:

- To have an understanding of chronological narrative, from the earliest times to the present day, including how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. In Years 1, 2 and 3, the unit which focuses on changes within living memory is organised in a thematic way.
- To 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. In Years 1, 2 and 3, the unit which focuses on events beyond living memory is linked with the study and research of significant others. We also teach two separate units on significant others. In Years 4, 5 and 6, the children will learn about, and be introduced to, some of the earliest civilisations, as well as aspects of Non-European history.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

- To 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.
- To 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.
- To 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. In Years 1, 2 and 3, local history is ordered in a chronology of time periods. In Years 4, 5 and 6, British history is also taught in a chronological way, and the children will carry out their own chronological study. Importantly, Remembrance Day is covered every year.

At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The KWL strategy (What I Know, What I would like to Know and What I have Learned) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. The children will be assessed using the History Skills Progression Document in which the teacher will use two colours to highlight which areas within each topic the children have been introduced to and have participated in, and what areas they now have a sound knowledge of.

#### Recording of Pupils' Work:

The children in Years 1, 2 and 3 are provided with a red and black History Topic book. Children in Years 4, 5 and 6 are provided with an orange A4, lined exercise book. In all year groups, the children will be given a Learning Objective sticker for each lesson, which also outlines the specific Success Criteria to be achieved. All Learning Objectives and accompanying Success Criteria will match the History Skills Progression Document.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's History Curriculum Maps. For example, with links to Computing, the children create their own PowerPoint presentations and present their findings. With links to Drama, the children across school re-enact significant events of the past, for example, becoming news reporters during The Great Fire of London. Importantly, the history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

#### The structure and delivery of lessons

We initially share with the children the aspect and focus of history we are going to learn about. Where appropriate, we begin to encourage the children to make links between the aspect and focus being studied and their previous learning and lessons, and to consider the skills, knowledge and understanding that they have developed in earlier studies and in their own personal life experiences.

At the start of each lesson we have an enquiry question. Following this, the lesson's Learning Objective and Success Criteria are shared with the children, and the main lesson content is introduced, discussed and modelled by the class teacher. The children are then provided with time to research, explore and investigate further, with support where necessary. This might sometimes involve local observations and visits outside school to develop skills such as the ability to carry out research. The children will also have opportunities to present their work in a variety of ways, for example, PowerPoint presentations. Throughout each History Unit, the use of secondary sources and online resources are regularly incorporated. We ensure that links to other subjects across the National Curriculum are also evident to enable the children to experience and access an even wider range of learning.

#### How do we monitor the childrens' progress?

The History Lead, the Senior Leadership Team and the Curriculum Governors will monitor the childrens' progress in a variety of ways, such as:

- Pupil voice opportunities
- History Topic book scrutinies
- Lesson observations that demonstrate and show clear links to the History Curriculum

Additionally, as part of our enrichment and development opportunities available to the children throughout each academic year, we plan and organise experiences for them to visit and explore historically significant local areas to enable them to look at the historical events that have occurred through time. This enables the children to build an understanding of why it is imperative to respect such areas of historical importance. In addition, we have visitors from external establishments who come into school and work with the children in exciting and engaging workshops.

Although we use a range of successful and familiar Schemes of Work to inform and complement our History Curriculum, we have decided not to purchase and implement a published scheme. Instead we have developed our own bespoke units that meet the requirements of the National Curriculum, and the resources and opportunities within these units are only available to us.

#### **Our Impact Statement:**

By the time our children leave Great Finborough Church Primary School, they will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives, and make links to their studies of areas of world history, such as the ancient civilisations of Greece and the Egyptians.

Additionally, they will have:

- Developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Developed the appropriate use of historical terms.
- Devised historically valid questions about change, cause, similarity and difference, and significance.
- Visited and explored a number of locally historic, significant locations with the objective of enhancing and further developing the skills they have learnt throughout the year.

Importantly, these experiences also provide opportunities for the children to continue developing their personal and social relationships (RSE, PSHE and Wellbeing) with their peers and others.

- Researched and investigated different accounts of historical events and subsequently be able to explain some of the reasons why the accounts may be different.
- Developed the ability to self-evaluate their own work, and to discuss their next steps in order to continue developing their learning.
- Actively engaged in producing work for displays which will be seen across the school in order to increase the profile of history.
- A greater confidence with using historical, technical vocabulary which is spoken and used by all learners.
- Opportunities suggested in lessons for wider learning where parental engagement will be actively encouraged.
- Thought carefully about the historical importance of the surrounding area in which they live.

Furthermore, our monitoring will provide a clear understanding of the strengths and weaknesses of the curriculum, as well as highlighting additional CPD needs. This will enable the school's Governors to develop a better understanding of the History Curriculum. The impact can also be measured through key questioning skills built into lessons, child-led assessment such as Learning Objective and Success Criteria grids within labels, KWL grids and summative assessments aimed at targeting next steps in learning.

Ultimately, history will allow the children to explore their own origins through the progression of different time periods, and will subsequently enable them to have a deeper respect for others, both past and present. We want to ensure that history is loved by pupils across the school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.