



## History Intent

At Neville's Cross, our curriculum is designed with either a History or Geography focus as the centre of each project. Within this design, there is at least one local focus because we believe this enables our children to place their learning in context. It is our intent that pupils develop a sense of time and place through a series of coherently planned, sequenced experiences. Each History based project begins with placing the subject on an age appropriate timeline, which references previous learning and historical vocabulary, is explicitly shared to ensure children are equipped with a practical tool kit to be a Historian. Children are proactive in their learning and generate lines of enquiry themselves to be explored alongside National Curriculum coverage. Work with real historical artefacts inspires curiosity and our children benefit from our strong community links as projects include a real visitor or trip to embed the skills of historical enquiry. In Key Stage 2, once children have developed a strong sense of past and present, periods of history are introduced in chronological order as much as possible so periods of history studied in lower Key Stage 2 precede those taught in upper Key Stage 2. Our curriculum is organised on a 2-year roll and carefully planned so that children have opportunities to revisit and review previous learning whilst acquiring new knowledge and skills. Wherever possible, links should be made to our region to develop a pride in the rich historical heritage of our region.

At Neville's Cross Primary School and Nursery, we are committed to providing all children opportunities to engage in History and gain a real thirst for exploring into the past.

History is the study of mankind in the past and the way in which people interact with their environment at a given time. Our school aims to prepare children for adult life by developing an awareness of time, the sequencing of time and encouraging an understanding of the need to use a variety of sources. It has strong links with other subjects, making children aware of other cultures, the need to develop empathy with others and differences between periods studied.

There will be a strong emphasis on children understanding the chronology of events and the links in the changes in the UK and our local area. We will take full advantage of our history rich local environment.

The children will build a huge pride in the Heritage the North East offers and enthuse the children to ask questions and make observations when in their local area.

## Aims

The main aims of history in the primary school are detailed below and we also aim to encourage children to:

- Ask questions about the past.
- To view the world from different perspectives.
- To develop awareness of historical issues.
- To develop awareness of local history and the importance of Durham and the North East in the development of the modern world and be proud and reflective of the achievements of local people.
- To make links.



### **Skills, attitudes, concepts and knowledge**

- To make children aware of the achievements of people in the past, addressing gender and multicultural issues.
- To develop concepts of continuity and change.
- To fulfil the requirements of the Foundation stage and the National curriculum.
- To recognise that the past is represented and interpreted in different ways, and give reasons for this.
- To develop the ability to acquire evidence from historical sources and form judgements about their reliability and value.
- To develop knowledge of British, European and World history.
- To explore links between history and other subjects.
- To develop the quality of open mindedness which questions assumptions and demands evidence for points of view.
- To encourage the use of concepts that aids the understanding and interpretation of history.
- To encourage children to appreciate the social, political, economic, cultural, religious and ethnic diversity of societies.
- To find out about the events, people and changes studied from an appropriate range of sources of information.
- To ask and answer questions, and to select and record information relevant to the focus of the enquiry.

### **Curriculum**

As a staff in 2019, we have devised a curriculum that will have either a history or a geography focus each half term and there will a large push towards local history and heritage, we therefore have devised a rolling programme to teach history.

History themes are mainly delivered through class projects which form part of a long term programme, often related to other curriculum areas, and planned cross curricular opportunities are used where possible. The projects include formal teaching, explanation and visits, as well as independent learning and research skills.

The classes in our school are all named after a castle so in Year A, the class will study their class castle together with the purpose of castles and this will be celebrated through display in each classroom giving the class an identity. In Year B, each key stage will revisit our school location in geography.

Every opportunity will be made for each project to have a memorable event to include a trip, visit or experience.

### **EYFS**

History will begin to be taught as an integral part of the project work and they will begin their learning journey by focusing on their own family history and look at pictures of themselves and relate to the changes they have made. This will impact the Peoples and Communities Early Learning Goal -Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. Early history skills are threaded through Understanding the World, The world, children will look closely at similarities, differences, patterns and changes in their lives.



### **Key Stage 1**

During Key Stage 1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. The teachers will relate the study to a standard timeline in the class. They will begin use a wide vocabulary of everyday historical terms, asking and answering questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

### **Key Stage 2**

During Key Stage 2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information, using a range of sources.

### **Progression and Continuity**

The long-term rolling programme promote progression and continuity of activities throughout the school. The teachers plan with an awareness of skills, concepts and attitudes as well as knowledge to ensure a good understanding of the subject at an appropriate level.

### **Differentiation and Special Needs**

Many of the activities provided allow for differentiation through outcome and by the amount of adult support given to individuals or groups of children. At other times differentiated activities are followed to ensure an appropriate coverage of the curriculum. Children with special needs are encouraged, and supported when necessary, to allow them the fullest access to the curriculum. Where necessary work can be related to individual needs.

### **Monitoring, Record Keeping and Assessment**

Samples of work are monitored by the staff as part of the whole school monitoring cycle. Evidence of work achieved can be seen in the recorded activities done by the children. Evaluation of work is carried out through marking, discussion, assessment and classroom observations. Annual reports to parents include an end of year summary of achievement. Assessment follows the whole school policy for the assessment of foundations subjects

### **Equal Opportunities and SEND**

History offers practical situations where children can work together. It is a strong vehicle for considering the provision for equal opportunities in the past, allowing for discussion, comparisons and the drawing of conclusions. As with all of our curriculum subjects, provision will be made to make learning accessible for children of all abilities including those with SEND. It may be appropriate to keep the integrity of the subject and evidence learning in a different way. Teachers will tailor learning to meet the needs of all pupils.



### **Health and Safety**

Visits and fieldwork are an essential part of the History Curriculum to encourage children to have a curiosity about their surroundings. We are so fortunate to live in such a historical enquiry we must encourage use of the local area and historic walks but in the built environment and in the countryside. Children learn through enrichment activities and these must be safe and well organised. The pupils must prepare well for the visit and on return use the new experiences to enhance learning in the classroom. Please see the Policy for Educational Visits for details.

### **Resources**

The school has a small supply of history resources and texts. The history lead will audit, collect, replenish and organise resources specific to history.