

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

## Curriculum statement for History

<p><b>Intent Purpose</b></p>	<p>The intent of teaching history at Heatherlands Primary School is to stimulate the children's interest, curiosity and understanding about the past. Through the curriculum pupils will gain a knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology and through this develop a sense of identity and an awareness of the challenges of their time. Teaching should equip children to ask questions, think critically, weigh evidence and develop perspective and judgement. History teaching should help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationship between different groups.</p>
<p><b>Intent Aims</b></p>	<p>Heatherlands Primary school intent:</p> <ul style="list-style-type: none"> <li>• To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.</li> <li>• To enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world.</li> <li>• To develop a sense of chronology and understand how they fit into the framework of the past, present and future.</li> <li>• To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education.</li> <li>• To understand how Britain is part of a wider European culture and to study some aspects of European history.</li> <li>• To have some knowledge and understanding of historical development in the wider world, including ancient civilisations empires and past non-European societies.</li> <li>• To help children understand society and their place within it, so that they develop a sense of their cultural heritage.</li> <li>• To develop within children the skills of enquiry, investigation, analysis, evaluation and presentation.</li> <li>• To ask historical questions and create their own structured accounts, including narratives and analysis.</li> <li>• To gain and use historical vocabulary.</li> <li>• To gain historical perspective by placing their growing knowledge into different contexts.</li> <li>• To understand historical concepts such as continuity and change, cause and effect and use them to make connections</li> </ul>
<p><b>Implementation What planning looks like</b></p>	<p>History is planned by the Curriculum Leader, History Leader and individual year groups. The content and way in which it is delivered differs to some degree.</p> <p>In Early Years Foundation Stage (EYFS), discreet subjects are not taught, thus History comes under several areas of learning; 'Knowledge and Understanding</p>

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	<p>Planning for History is not explicit, but is made accessible to the children through the variety of topics they are taught. It has a predominately skills-based focus. It should also be applied within a context that is accessible for children of this age – 'Before me' vs during my lifetime. Chronology should be taught using 'me as a baby' as an initial time stamp. Events can be visually built around this timeline in the classroom. KS1 – before/in 'living memory' understanding to be encouraged.</p> <p>In KS1 and KS2, History is planned into topic lessons. The Curriculum leader and History leader together develop the coverage and overview for History, including ensuring the WAGOL and progression map are updated. Medium term plans are then produced by individual year groups based on the progression of skills and knowledge and the needs of the cohort.</p> <p><b>SEND</b>        At Heatherlands Primary School, we teach History to all children whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEP's).</p> <p>Teachers take account of the three principles of inclusion that are set out in the National Curriculum:</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges.</li> <li>• Responding to the diverse learning needs of pupils.</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul>
<p><b>Implementation</b>  <b>What teaching looks like</b></p>	<p>History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage we give children the opportunity to visit sites of historical significance.</p> <p>We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past.</p> <p>We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as "how do we know?", about information they are given. We recognise the fact that in all classes there are children of different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.</p> <p>We achieve this by:</p> <ul style="list-style-type: none"> <li>• Setting common tasks which are open-ended and can have a variety of responses.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Setting tasks of increasing difficulty. Not all children complete all tasks.</li> <li>• Grouping children sometimes by ability in the room and setting different tasks for each ability group.</li> <li>• Providing resources of different complexity depending on the ability</li> <li>• Using classroom assistants to support children individually or in groups</li> </ul>
<b>Impact</b> <b>What learning looks like</b>	<p><b>All children should have experience of:-</b></p> <ul style="list-style-type: none"> <li>• Reviewing and answering a key enquiry question.</li> <li>• Learning of tier 3 vocabulary</li> <li>• Learning of key knowledge linked to the enquiry question.</li> <li>• Hands on, practical investigative work that allows them to answer they key question</li> <li>• End of unit assessments to ensure knowledge has been embedded</li> </ul>
<b>Impact</b> <b>What assessment looks like</b>	<p>Assessment is an ongoing process which should demonstrate the impact on children's learning and inform teacher's planning. Assessment notes will be made, when necessary, in feedforward books and teachers will live mark, giving oral feedback as per the teaching &amp; learning and marking and feedforward policies.</p> <p>Ongoing formative assessment will include observations, collecting evidence e.g., photographs or videos, watching the children work and collaborate, talking to them about what they are doing, questioning, completing retrieval tasks and quizzes or listening to them describe and discuss their work. These forms of evidence and task can generate useful assessment information and enable the teacher to identify any misconceptions or areas that require additional input or scaffold. It is vital that teachers acquire knowledge of their pupil's needs, their rate of progress and standard of attainment.</p> <p>In Key stage 1 and 2, the impact of History is assessed throughout the academic year. Academic reports for core and foundation subjects will be sent home to the parents in the Spring term. Children will be assessed as 'B' (below) 'W' (working towards the expected standards), 'N' (age related expectation) meeting expected standards or 'A' (greater depth standard) exceeding expected standards.</p> <p>Children who are achieving above the national level for their age may be identified as more able and put onto the school's more able register where the children can be directed towards local clubs to continue and further their skill.</p> <p>In Early Years Foundation Stage (EYFS) observational assessments are completed at the end of the reception year. As discreet subjects are not taught History comes under the 'Knowledge and Understanding of the World' area of learning with a focus on making sense of one's physical world and community through personal experiences, observation, and interaction. Children are assessed against the early year's foundation stage profile at the end of the year.</p>

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	<p><b>Review</b> The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, History leader and all teaching staff, to ensure appropriate coverage of the knowledge within the curriculum and that the teaching of key skills are being implemented.</p>
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