

History at The Holme Primary School

Intent

History has always been held in high regard at The Holme Primary School. We believe that an understanding of history is vital in understanding our changing world and will prepare the children for their adult lives. We pride ourselves on our creative learning environment and classroom displays. The history curriculum at The Holme makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the 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 The Holme 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. In line with the national curriculum 2014, the curriculum at The Holme aims to ensure that all pupils: gain a coherent knowledge and understanding of Britain's past and that of the wider world, are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; begin 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.

Implementation

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 Egyptians.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. 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 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.

Our EYFS curriculum looks at understanding the past by making comparisons with the past and present. Our children in reception are introduced to History through stories and by learning about significant people.

Impact

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. 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. Regular school trips provide further relevant and contextual learning.

History Greater Depth:

Creating the opportunity for greater depth in History involves allowing pupils the independence to apply their learning at a deeper level. This means that pupils working at greater depth are expected to be able to...

- Work independently.
- Apply their skills and knowledge consistently, confidently and fluently.
- Organise their ideas to make connections with other areas of learning.
 - Use their ideas to help them work with new areas of learning.
- Clearly explain what they have been doing and why they know they are correct to others.
- Teach others what they have learned to enable them to learn too.
 - Be able to construct and explain historical arguments about why things happened and what its impact or consequences were, at a level appropriate to their year group.
- Understand and talk about history from different viewpoints, understand different sources and why these might be different, at a level appropriate to their year group.