



*By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community.*

## **History at Lindow Community Primary School**

### Intent

At Lindow Community Primary School, our intent is to deliver a History curriculum in a way that inspires all learners', including the most disadvantaged and those with (SEND) or high needs, desire to know more, remember more, and understand more of the past, of Britain, as their home country, and the wider world. Through the coherent study of people, places, and events, accessed by addressing a range of sources, children will develop a chronologically secure knowledge and understanding of local and world history whereby they will appreciate change, cause, similarity, difference and significance. Thinking critically, analysing sources, and considering opposing narratives and accounts, will enable all learners to make reasoned judgements in response to this knowledge. Thus, supporting them to develop an appreciation for the complexity of people's lives, the processes of change, the diversity of societies and the changing relationships between groups, and for children to appreciate where their own identify and challenges of their lifetime contrast or relate to elements of these timelines.

The History curriculum will be driven by the following Lindow Life Skills:

- *Be articulate*
- *Be co-operative and participate*
- *Be empathetic*
- *Have a sense of community*
- *Have ownership of learning*

### Design and implementation

To ensure children have 'mastered' the knowledge of the Programme of Study for History in a progressive, sequential way, the subject is taught in unit blocks across the school year. Each block should last a half term and is designed to enhance a thematic approach established to complement the Pathways to Write curriculum. There may be occasion within specific year groups where discussions with the subject leader have concluded that History objectives may be best delivered alongside a Geography-focused half term for a longer or shorter unit, especially where the calendar month results in purposeful, real-life application to historical events, or, on rare occasion, where a unit will be delivered that flouts the chronology intentionally in the interests of the richest, most meaningful learning experience.

At Lindow Community Primary School, 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 a source of evidence

All classes from Y1 to Y6 use the Lindow History progression document, which ensures that children can develop a chronologically secure understanding of world history whereby teachers know and can draw upon what prior learning has taken place. All topics are informed by the National Curriculum and celebrated within the context of the rich history within the local area of the school. The design of the curriculum supports progressive and sequential knowledge, skills, and vocabulary for each year group, which will be built upon year on year. Where this is not practical – for example, for some learners with high levels of SEND – an adapted curriculum will be designed to be ambitious yet accessible and inclusive for all learners.

The Early Years Foundation Stage (EYFS) follows the statutory guidance relating to the Early Learning Goals, which aims for all children in Reception to have an ‘Understanding of the World – Past & Present’ by the end of the academic year. This is in conjunction with their achievements also relating to ‘Communication & Language’.

The expected teaching sequence for a unit of work should encompass:

- Using or generating a line/s of enquiry
- Investigation of a variety of historical sources and well-chosen stimulating resources
- Embracing an interpretation of contrasting historical accounts
- Collecting and organising information appropriately
- Processing and making sense of learning to draw conclusions
- Developing and refining learning
- Apply learning using appropriate vocabulary

Throughout a unit of learning, pupils will gain a strong understanding of key historical concepts. Each concept is revisited throughout the year groups to build upon pupils’ understanding. The concept of ‘Conflict & Invasion’ is introduced in KS2 only when pupils have developed the maturity to effectively understand and study the concept.



Similarities & differences



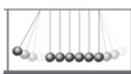
Investigating Sources



Monarchy, Empire & Hierarchy



Technological Advancements



Cause & Consequence



Settlement



Conflict & Invasion

Concepts not yet explored with the recent re-design of the History curriculum: kingdom, change and continuity, historical significance, historical interpretations, trade, diversity. The value and placing of these concepts will need to be embedded and subsequently re-considered following the full implementation of these around the newly established long-term progression for History. As curriculum knowledge and understanding develops, the concepts can be reviewed to ensure they are fit for purpose in supporting links to be made across time points for all pupils. Diversity will be focused on continually through the delivery of whole-school history learning themes to celebrate key dates and through the school's wider commitment to Lindow Life Skills, and Global Learning.

There will be a mixture of collaborative and independent work throughout the unit, as appropriate.

In addition, whole school themed days/weeks throughout the year raise the profile of History and give children the opportunities to apply their knowledge and skills e.g. Black History Month, 100 years of Remembrance for World War I, Women's History Month. These change year-on-year dependent on current affairs or identified gaps in children's knowledge and very often link to PSHCE/Lindow Life Skills.

Work in History is predominantly recorded in children's writing books.

### Impact

Monitoring of History will involve learning walks, pupil voice and scrutiny of work across the three units of work and within each year group. In order to check the children remember new and prior knowledge, children will be expected to know and understand the key knowledge and skills of their unit content as evidenced in their books. Via monitoring, the subject leader will use assessment information to check pupils' knowledge, skills and understanding is in their long-term memory. Any gaps in learning or children who aren't meeting age related expectations can therefore be identified and supported appropriately.