

History at Offley Endowed Primary School and Nursery



Intent – through our teaching of history we aim to:

Fire pupils' curiosity about the past in Britain and the wider world.

Help students develop a chronological framework for their knowledge of significant events, people and scientific developments.

Encourage thinking about how the past influences the present.

Foster a sense of identity and increase each pupils' understanding of their position within the community and the world.

Develop a wide range of investigative and analytical skills and abilities – including taking a critical approach to evidence and comparing contemporary and historical perspectives.

Implementation

National Curriculum - Breadth of Study

Statutory guidelines in the National Curriculum define the breadth of knowledge that should be taught in schools. In Key Stage 1 history teaching starts from the child's understanding of their own time line. Across Key Stage 2 British history is covered from the Stone Age to 1066. In addition, there are opportunities to study aspects of world and local history and historical themes.

Supporting Documents

Alongside the National Curriculum, we use a series of documents to underpin the programme of study.

1. The Long-Term Plan provides a year on year overview of the topics that are covered across the school.
2. The Progression Map details the expected development of knowledge, historical concepts and practice from EYFS to year 6 and is used to plan age appropriate lessons, to set targets and make accurate assessments.
3. Historical Vocabulary document lists the vocabulary that will be introduced each year from EYFS to year 6 in order to support all children to develop a rich and precise vocabulary.
4. Fundamental facts document lists key historical facts that are taught, reinforced and revised in each topic in order to develop a solid foundation of historical knowledge.

Planning

When planning a topic, teachers plan programmes of study that provide children with a body of knowledge related to that topic and opportunities to develop the historical skills appropriate to their age and level of attainment. Topic targets are mapped onto the history skills progression map to ensure that teaching is correctly addressing and developing the children's skills and understanding. This also ensures that assessment against the targets is precise and meaningful as targets directly link to progression statements.

Cross-curricular links

At Offley, History is taught as a discrete subject under the umbrella of a wider topic. Close cross-curricular links are made with geography, art, D&T, SMCS and literacy. In addition, opportunities to make links with other subject areas are taken wherever possible.



Building an understanding of continuity and change.

Whilst each topic comprises unique knowledge and addresses issues and significant moments specific to that topic, the study of history is essentially the study of continuity and change over time. In order to support our children to make comparisons across time and to begin to understand drivers for change, we have identified two broad themes which will be revisited in every topic. By regularly returning to these themes and making links to previous learning, children build a body of knowledge to draw on and the tools to apply their knowledge to new learning.

Theme 1 – Modes of Transport

This area of study looks at forms of transport and the development of modes of transport over time. It considers how the availability of different modes of transport has impacted society.

Theme 2 – Modes of Communication

This area of study looks at the way modes of communication have developed over time. It considers how the development of different modes of communication has impacted society.

Impact – determines to what extent the intent of the programme has been achieved. This will be monitored through a combination of factors including assessment against progression related targets, looking at children's work, pupil voice, classroom displays, medium term plans and topic overviews.

When leaving the school:

Pupils are enthusiastic about their study of history, and keen to participate in investigation and discussion.

Pupils can use their understanding of the development of British history to make informed estimates of the dates of given events, people, periods.

Pupils understand that the past and the present are connected through time and that the society of today has evolved from societies of the past.

Pupils see themselves within the wider arc of history and through a better understanding of their society, begin to position themselves in their community.

Pupils know that some events, people and changes have been interpreted differently and can suggest reasons for this. Pupils are beginning to evaluate the validity of sources of information.