

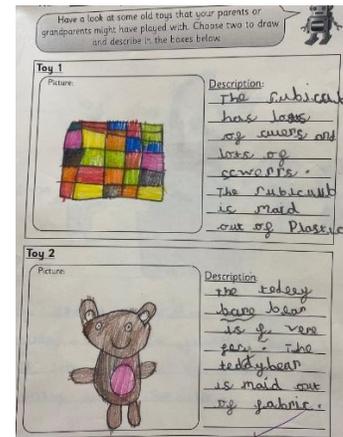


# History

**“The whole and wholesome development of each child in a happy, caring and stimulating learning environment”**

**Together we grow and learn**

## May Bank Infants School History Curriculum Intent Statement



### Intent

The History curriculum at May Bank ensures that every child has access to a broad, balanced and enhanced curriculum which supports the culture, climate and values of the school. Our curriculum is accessible to all children in our school. The development of personal, social and emotional skills underpins our History curriculum and our curriculum starts with the child and everything surrounding the child. Our History curriculum maximises opportunities for cross-curricular learning and opportunities to learn about the local area. Our curriculum develops knowledge, skills and attitudes that enable children to respond to the challenges of a complex and ever-changing world. Our aims are to fulfil the requirements of The National Curriculum for History, to ensure the progressive development of historical concepts, knowledge and skills, inspire pupils with curiosity about the past, develop their ability to think critically and develop a fascination about history and changes over time that will remain with them for the rest of their lives.

### Implementation

Our History curriculum is progressive throughout the whole school. In EYFS History is taught through the specific area of learning 'Understanding The World.' Teachers plan opportunities for children to achieve the development matters statements as set out in EYFS profile. Teachers provide children with many opportunities to talk about the past and past events in their own and their family member's lives. Children develop their understanding of changes over time.

Our History curriculum in Key Stage One builds upon the children's prior learning. History is taught through half termly topics. Teachers in Years 1 and 2 use Yearly curriculum overviews, medium term

planning and progression grids to ensure full coverage of content for History as set out by The National Curriculum Key Stage One History requirements. Curriculum monitoring takes place throughout the year to ensure curriculum coverage, progression, assessment and improvements.

Pupil voice is also used at the start of each topic to plan and shape the future lessons. Children share what they know and what they would like to find out which provides a starting point for a series of lessons, based around a topic and which builds upon the children's knowledge, understanding and skills over time regardless of their starting point. Planning is differentiated to suit the needs of different children and teachers are confident in responding to the differing needs of the children to ensure they are motivated and engaged. Higher attaining learners are further challenged through the use of higher order thinking skills such as creating, analysing and evaluating linked to Bloom's taxonomy and opportunities for this are explicitly identified on lesson planning. Planning also ensures cross-curricular learning opportunities are utilised wherever possible to maximise learning and in History, as in other subjects, pupils have wide opportunities to apply and practice their reading and writing skills.

The learning environment is organised to ensure children develop their knowledge and continue to know more and remember more. Topic walls and interactive displays are used across schools and teachers and children make reference to these during lessons.

History planning reflects the locality of our school and children are given many opportunities to learn about local area History, including about famous people from our local area. These learning experiences include links with a local museum and local visits, the use of artefacts and hands on experiences during lessons and visitors being invited into school. In Key Stage One, history work is recorded in topic books or folders or in writing books when completing pieces of cross-curricular writing linked to history learning. In Key Stage One teachers assess children as working towards age related expectations, working at age related expectations or exceeding age related expectations, these are recorded on class tracking grids and are updated termly. These are used to track progress throughout the year and are analysed at regular intervals to ensure that children are making at least expected progress in History.

Teachers ensure progression in History throughout Key Stage One by using a subject progression grid. Assessment of children's learning is used to plan future learning and ensure progression in learning. The marking and assessment of pupil's learning in lessons is used to plan future learning and ensure progression.

### **Impact**

Children leave May Bank as keen 'time detectives'. They enjoy learning about the past and engage enthusiastically with our history topics. By the end of their time at May Bank, our children are able to articulate and effectively demonstrate that they have developed the historical knowledge, language and skills to help them understand the history of our local area, Great Britain and the wider world. Our children demonstrate a good understanding of historical enquiry, and become increasingly aware of how historical events have shaped the world that they currently live in. The connections they make during their history learning are often personal to them and so are meaningful and relevant. Our history curriculum and our children's experiences are enriched through visits and visitors which helps to bring our curriculum to life.

Our thoroughly planned curriculum ensures that children's knowledge and skills develop progressively as they move through the school and revisiting concepts and vocabulary results in children retaining prior learning as well children being able to make connections about what they have previously learned and what they are currently learning. As children move through school,

they continue to build on and develop their ability to think critically, ask and answer perceptive questions and evaluate evidence. This not only enables our children to meet the requirements of the National Curriculum but to build on a deeper understanding to prepare them to become curious, competent and confident historians.

**‘A people without the knowledge of their past history, origin and culture is like a tree without roots.’**

**Marcus Garvey**

**‘The more we you know about the past, the better prepared you are for the future.’**

**Theodore Roosevelt**

**‘What is history indeed but a record of change.’**

**Jawaharlal Nehru**

