

Coleman Primary School  
Curriculum Statement: History

Intent

At Coleman Primary School, we endeavour to teach history and historical enquiry within a broad and balanced curriculum. Pupils leave Coleman with a secure understanding of chronology; in our local area, in Britain and in the wider world. Through carefully planned, progressive lessons pupils are taught about the significance of different historical periods, key historical figures and how history has influenced their lives today. An understanding of history provides children with a strong sense of their cultural capital and that of others.

We aim to equip pupils to ask questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. The way we structure our lessons takes into account the need to improve the vocabulary and oracy skills of our children.

The study of historical figures and periods of history strongly support our drive towards widening children's aspirations for their own future. Through our history curriculum we hope to spark a passion for learning about and from the past.

Implementation

Planning is informed by the national curriculum and the learning intentions for each year group have been planned to provide clear progression in skills and knowledge. The history knowledge progression map identifies the unit of work to be covered across Foundation Stage, Key Stage 1 and Key Stage 2. It identifies each unit taught along with the knowledge the children will have gained by the end of the unit. The knowledge organisers form an important part of the children's understanding of the topic. They include key vocabulary, the main facts and the knowledge statements for that unit. The children can use these during their lessons to consolidate their learning.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' guidance which aims for all children in Nursery and Reception to develop a greater knowledge of the world. This is through the area of learning called 'Understanding the World'. Children in the Early Years learn through a range of stories, texts and experiences that help them begin to explore the past. They learn about their own personal history as well as some historical figures.

Impact

The impact of History is assessed in a variety of ways. We conduct shallow dives in which we look through books, plans and knowledge organisers. We also hold pupil interviews. When we talk to pupils, we are ensuring that learning has been achieved sufficiently and can be recalled when prompted. This helps the subject leaders to gain an insight into history teaching and practice.

At Coleman we have an assessment cycle. This starts with a knowledge harvest to find out what the children already know about the topic and what they want to find out. In every lesson,

children identify the target memory that they have learnt that session. Halfway through the unit, the children in KS1 and 2 complete a midpoint assessment to ensure that they have retained the key information taught. At the end of the unit, a further assessment is made (knowledge summary). Finally, a summative assessment is made 6 weeks after the unit was taught to ensure the target memories are embedded.