



## **History**

### **Intent**

At Keyworth Primary School, our Intention is to ignite the curiosity of every child in our school; for each pupil to begin their journey of discovery into the rich and diverse history of Britain and the wider world. Our approach to the study of history is underpinned by our school values of academic ambition, creativity, respect and self-awareness, support and connection to the community, ensuring each lesson resonates and can be recognised in the framework of everyday life.

Our curriculum is informed by the outcomes of the National Curriculum and is carefully planned and structured to ensure current learning is linked to prior learning. Considering the interests of our children and the context of our local area, we have introduced a sequence of learning that enables our children to gain a coherent understanding of their past, Britain's past and that of the world around them. We have introduced opportunities for children to learn about the history of their own local area, and the impact upon it during key moments in history; to draw upon the knowledge of their local community whilst following a line of enquiry.

Our curriculum is designed to ensure that year upon year our children broaden their historical knowledge and gain a deep understanding of various historical periods and key developments in history.

Our children are encouraged to question and analyse; to consider the evidence and its source; to think critically and reflect upon the process of change, the legacy of groups and individuals and the diversity of societies. To ultimately understand how the present is informed by the actions and decisions of the past and that how we live now will determine the outcomes of the future.

### **Implementation**

Fundamental to the teaching and learning of history at Keyworth is the attainment of key historical knowledge and a secure understanding of chronology. Underpinned by the objectives and outcomes of the National Curriculum, history is planned alongside our *progression of knowledge and skills* document. It is used to ensure our children are taught progressively, expanding their knowledge, developing their skills in enquiry and deepening their understanding of various concepts that are repeated through KS1 and KS2.

Across the phases, our children study history in half-termly blocks. We approach lessons creatively, ensuring the children not only build upon their historical knowledge and develop their skills in analysis and critical thinking, but encourages them to investigate history from different perspectives and contexts, whether it be historian or archaeologist, or individuals and groups from that time and beyond.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance, which states that all children in reception should have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. Topics are chosen and units planned in accordance with this along with our children's progression of learning as they move up the school.

We strive to find every opportunity to continue our learning outside of the classroom, drawing on the bounty of resources and examples historical evidence that can be found from a variety of sources, including those in our local community. This includes ensuring visits to historical sites, museums and specialists are an integral part of their learning.

The children are given the opportunity to develop a number of cross-curricular skills through lessons that are creative, experiential and immersive, drawing upon prior learning as well as new. This approach not only ensures that each lesson resonates, increasing each child's confidence in their own ability and understanding but encourages them to think for themselves and to consider more than just what is put in front of them. Additionally, this approach ensures that lessons and learning can be accessed and contributed to by all.

### **Impact**

At Keyworth Primary School, we measure progress by assessing the advancement of knowledge and skills; of each child's developing ability to discuss history and historical concepts, identify links, influences or processes of change, to compare and contrast.

- Each topic is begun with a review of their previous learning through questioning and discussion, with potential links to current learning suggested to encourage a mindset of deeper thinking from the offset.
- Each lesson or learning experience is carried out with questioning, discussion and debate woven throughout, providing continuous opportunities for AFL.
- At the end of each unit the children complete a 'Topic Write'. This is an opportunity for the children to evidence what they have learned, focusing on a question or historical enquiry that allows them to share their knowledge and utilise the skills in analysis they have developed to date.
- Pupils books are moderated both formally and informally across key stages.
- A curriculum review is carried out twice a year.
- Pupil Voice
- Children develop a real enjoyment of learning about history and begin to understand its relevance to current living and our own impact on the future.

The importance Keyworth Primary School puts into the study of History: ours, that of the community and the wider world, our understanding of its significance to how we live today and the legacy we leave is evidenced in the everyday practice of school life. Whether it be history lessons, geography, science or art, class or whole school assemblies, celebrations and days of remembrance, history and our study of it is woven into every facet of our learning and recognised as a very real part of not only who we are, but where we are going.