



“My best subject is history I just love learning the facts and keeping them in my head. So when people ask me about different points in history I can tell them everything I know about them. I like visiting historical sites like Butser Farm “.

History Statement

Intent

We believe that History is an important part of our curriculum because it helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and the relationships between different groups, as well as their own identity and challenges of their time.

We aim to ensure that by the time our pupils leave us that all pupils: gain a coherent understanding of Britain’s past and the wider world.

History adheres to our core values and principles because units of study start with a key enquiry question and use subsequent key questions to promote curiosity from pupils and a desire to discover more about the past. Using the six step enquiry approach to teach history pupils have the opportunity to develop a wide range of historical skills within a purposeful context. Pupils across the school are challenged by an initial hook, they then have an opportunity to collect information in interesting and varied ways, they are given opportunities to make sense of their ideas, draw their own conclusions, refine their understanding and present their findings in an imaginative final product. The history curriculum is enriched by many first hand experiences to engage pupils by bringing the past to life. In KS1 there are visits to our local town and museums, visits from local parents and grandparents to talk about changes within living memory, re-enactments of historical events such as The Great Fire of London, handling historical artefacts and hot seating key significant people from the past. These experiences continue and develop in KS2 with visits to museums in the local area such as The Mary Rose site in Portsmouth Dockyard and Butser Ancient Farm, visitors into school from local theatre groups e.g. play in a day, The Roman Lady, themed days and opportunities to handle a wide variety of historical artefacts. The curriculum is ambitious and poses many high quality open ended questions for pupils to consider, a rich historical vocabulary is modelled by staff to immerse pupils in good historical dialogue to communicate their ideas and deepen their understanding of units of work. Our history curriculum is inclusive for all pupils as lessons are differentiated so every child can access the curriculum and make progress in historical skills and understanding. Pupils have opportunities to develop their understanding of our core values through history by learning about resilience from key historical figures and events. All pupils have opportunities to become resilient and respectful learners through historical discussion or debates which value the opinions of all pupils and build on each other’s ideas and thinking. Within our history curriculum pupils have opportunities to learn about human kindness from the actions of key significant people and groups of people from the past. There are opportunities for pupils to be creative in the ways they choose to communicate their historical findings by producing a final product.

Implementation.

Our history is taught through an enquiry approach which aims to fire pupil’s imagination and arouse their curiosity about the past. Pupils are encouraged to ask perceptive questions using a range of source material, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Typically, a history journey through the school begins in the Early Years with pupils talking about past events in their own lives, looking at similarities and differences between themselves and other people, providing opportunities to sequence events, identify simple consequences of their actions and use simple language to describe the passing of time. Throughout Key Stage 1 pupils then show a developing awareness of the past using common words and phrases relating to the passing of time. They use a wider vocabulary of everyday historical terms, they ask and answer questions, choose and use parts of stories and other sources to show they know and understand key features of events, changes within living memory, the lives of significant individuals in the past and significant places in their own locality. They understand some ways we find out about the past and identify different ways the past is represented. In Key Stage 2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They are able to use a clear narrative within and across the time periods studied. Pupils note connections, contrasts and trends over time using historical terms appropriately. They ask and answer historically valid questions about change, cause, significance, similarity and difference. Pupils thoughtfully select and organize relevant historical information. Pupils gain an understanding of how our knowledge of the past is constructed from a range of sources.

Impact

Evidence of strong outcomes for all can be shown through observations of high quality dialogue used in lessons by pupils and teachers alike. In planning and learning journals you will see a variety of imaginative teaching strategies being used to promote curiosity and deepen thinking skills from pupils. History displays throughout the school show how history has been brought to life by first hand experiences for our pupils and they include images of visits to historical sites, visitors into school, artefacts, high quality written narratives and show how art work, maths, ICT and DT have been used by pupils to communicate their historical understanding of a place, person or event in time.

We ensure that all pupils are included and are challenged to be the best they can be through carefully differentiated lessons. Planning refers to our History Progression of Skills document to ensure lessons are pitched to meet the learning needs of our pupils as well as offer challenge for each year group across the school. There is further evidence of differentiation for pupils within a class through use of differentiated questioning and vocabulary word banks, available resources, level of adult support and questioning and reasoning skills used by pupils.

Look out for our best bits which are rich first hand experiences bringing history to life for all pupils, use of time lines to place history units in place and time, engaging lessons which follow the six step enquiry approach to develop and deepen pupils thinking skills and pupils who are well motivated and inspired by history to take their learning further beyond the classroom.

Should you wish to know more about our history curriculum then please look at our long term maps and skills progression document which can be found on our website in the curriculum section.

