

SUBJECT ON A PAGE:

History

At Spring Grove Primary School, we provide a high quality of education, creating inquisitive, knowledgeable and reflective historians ready for KS3 and beyond.

Intent - We aim to...

Deliver a curriculum that whilst being in line with the National Curriculum is both a mirror and a window, reflects the familiar and invites children to explore and discover the unknown.

Ensure our pupils learn and remember more whilst developing a coherent, chronological narrative from the earliest times to the present day.

Celebrate our pupils and our wider community, considering what they bring to the classroom, taking the time to understand their existing knowledge and experiences.

Explicitly ensure that children are learning in a variety of ways and are given the opportunity to revisit essential knowledge and concepts to ensure embedded learning.

Inspire children to answer perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

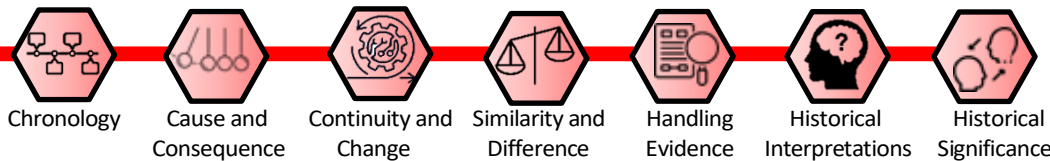
Provide opportunities for children to visit places of Historical Significance to enhance their understanding of the past and the impact it has had on modern life.

Implementation - How do we achieve our aims?

Concept Driven Approach

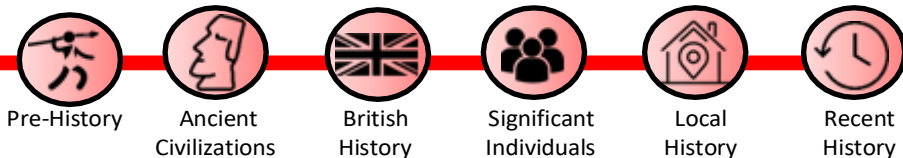
Throughout their time here, children at Spring Grove develop a **coherent, chronological** narrative from the earliest times to the present day. We recognise that history is underpinned by **key concepts** which our children revisit time and time again, each time using their embedded knowledge to build new understanding. Some **concepts** for example 'trade' and 'monarchy' are also revised in each Key Stage, supporting children to make links and build on familiarity.

Key Concept



Our Curriculum

Our curriculum is **personalised** to Spring Grove and to our children. The history topics we have selected follow the statutory guidance to ensure **accurate** and **broad coverage**, whilst ensuring that teaching is **flexible** and meets the needs of all children. Our curriculum shows progression from EYFS to the end of Key Stage Two allowing children to build on existing learning. In Key Stage Two, History is taught in chronological order; beginning with Year Three studying pre-history finishing with Year Six studying recent history (e.g. world wars).



Strong Foundations

In the EYFS, children begin to understand the difference between the past and present. As part of **Understanding the World** strand, **Past and Present** Early Learning Goal requires that children understand the concept of 'past', laying the foundations of **chronological** awareness. Children draw upon their **own experiences** and experiences of characters in **stories** to increase their understanding of the past. In both Nursery and Reception, learning involves sharing stories and books from the past, looking at photographs of ourselves to see how we have changed and talking simply about some significant events from the past.

Enquiry- Led Learning

Our enquiry-led curriculum invites children to **consider** and **answer** a question after a sequence of lessons. Children use information provided in lessons along with their own research and understanding to **form opinions, investigate, analyse, interpret, evaluate** and in some cases, present their thoughts and findings. This approach fosters children's confidence when working in pairs, groups, as a whole class or on their own whilst supporting them to view their learning through a specific lens.



Implementation (continued)



Diversity

Our curriculum design carefully considers our children, their families and backgrounds. We are proud that our children learn about the lives and **achievements** of individuals with many similarities to themselves. We ensure that each year group has the opportunity to study people of **different races, religions and genders** which we have seen help spark enthusiasm and interest in the subject.



Use of Primary and Secondary Sources

Throughout History lessons and as part of learning about the past in the EYFS, children explore different sources. These include information books, picture books, websites and artefacts. The use of **artefacts** in particular allows children to gain a more **hands-on experience** of the past. In Key Stage Two, children learn to **evaluate** both primary and secondary sources and gain an understanding of how **evidence** can be interpreted differently by different people.



Reading in History Lessons

Children read and listen to books that enhance their **understanding** of History topics taught. Children read non-fiction books and picture books, where appropriate, and have access to current topic books which are either in our classrooms, library or provided by our Project loans service.

British Values

Learning in History has strong links to British Values with particular attention paid to democracy and respect throughout the curriculum.



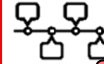
Assessment

At Spring Grove, progress is measured by our children **learning and remembering more**. Our assessment ensures children are secure in important concepts and chronological frameworks as well as understanding how historians make sense of the past and organise ideas. We showcase what children have learnt using **open ended assessments** which don't exclusively rely on children's written ability to demonstrate their understanding and allow children to reflect on their own progress, highlighting what they knew before starting and comparing it to now.



Enrichment Opportunities

Children have the opportunity to learn outside the classroom by going on **trips** to places of historical significance. In addition, children engage in **workshops** to explore history through role-play, sharing of artefacts etc. This helps to make history more real for our children and provides **memorable experiences** to enhance learning.



Whole School Timeline

To support children with their understanding of **chronology**, children can use and refer to our whole school timeline which reminds them of when topics are taught within the school as well as their place in history. Children also create and use timelines within lessons which they use to aid their learning.



Strong Vocabulary Development

Specific historical vocabulary is an essential part of our History curriculum. Historical **terminology** is used in all History lessons. Key vocabulary is **displayed, discussed and referred** to in lessons and children have the chance to reflect on new vocabulary before, during and after a topic.



Impact - How will we know we achieved our aims?



Children ask and answer questions in lessons and follow lines of enquiry, correctly using specific historical language.



Children can use language linked to chronology and demonstrate secure understanding of time. They identify periods on a timeline and discuss them in relation to each other.



Children can name and discuss significant historical individuals and understand how their lives have impacted the modern world.



Children understand that history has many interpretations and that a person's experience of it can be varied depending on a variety of factors.



Children use primary and secondary sources and can make inferences about the past whilst understanding that perspective can affect the evidence.



Children leave Spring Grove with the necessary vocabulary, substantive and disciplinary knowledge to prepare them of KS3 and beyond.