

Salway Ash Primary School

History Curriculum Statement

Intent

History has always been held in high regard at Salway Ash School. The school's own rich history, within the context of the local area, is a celebrated and inspiring feature of the school. The history curriculum at Salway Ash draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Salway Ash is carefully tailored and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Salway Ash aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for and these are indicated on individual class rolling programmes. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom

also identified and embedded in practice. There are a number of local museums and history centres which we visit to immerse the children in their topics. Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Connected History plans and resources. However, teachers' lesson design is not limited by the scheme and teachers adapt and differentiate the planning based on the needs, abilities and interests of the children. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters 2020' guidance which aims for all children in reception to have an 'Understanding of the World' by the end of the academic year.

Impact

Outcomes in topic books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.