

Intent

‘A people without the knowledge of their past history, origin and culture is like a tree without roots’ – Marcus Garvey.

The study of History provides us with a sense of identity through learning about the past. It enables us to understand change and development and provides us with a context to be able to understand ourselves and others. It exposes us to models of good and responsible citizenship and teaches us how to learn from the mistakes of others. Subsequently, history helps to improve our decision making and judgement.

At Grangefield, we intend to teach a high quality, enquiry led history curriculum that encompasses our solid foundations. We aim to inspire children’s curiosity and fascination about the past of their locality, Britain and the wider world, enabling them to be a global child. All children at Grangefield are encouraged to use their growth mindset and have the chance to achieve in history through a coherent, progressive and diverse curriculum that enables them to link their understanding of life now to how it was in the past. We recognise achievement within history, both inside and outside of school, linking to our school driver of ‘Good To Be Me’. All learners are supported and challenged in line with the school’s commitment to inclusion.

Ultimately, we aim for all children to:

- have a rich, coherent knowledge and understanding of local, British and wider world history
- understand the themes of chronology and cause and consequence
- discover connections, links, similarities and differences within their knowledge of the past in different eras of history
- ask perceptive questions; think analytically and critically
- be able to debate and rigorously evaluate evidence in order to form interpretations and conclusions about the past
- be curious about the past and feel equipped with the skills to find out about their own interests
- confidently use vocabulary linked to the passage of time and to specific eras of history.

In Early Years Foundation Stage (EYFS), children are required to have an ‘understanding of the world’ and we intend for children to start to develop basic historical skills, including beginning to understand what ‘past’ and ‘present’ is.

By the End of Key Stage 1, pupils should, through our intent and the teaching of the National Curriculum:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions
- choose and use parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which it is represented

By the End of Key Stage 2, pupils should, through our intent and the teaching of the National Curriculum:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

Implementation

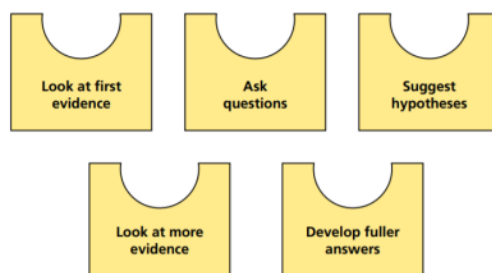
At Grangefield, our core concepts: leadership, society, economy, conflict and religion are weaved throughout our history curriculum. This repetition-based approach to learning enables a deeper learning of historical concepts and aids long term memory. Our key skills: chronology, concepts, interpretation, enquiry and organisation, vocabulary and communication are built upon each year in order to achieve depth and mastery. This commences in EYFS through to Year 6. Knowledge organisers are used for each unit to clearly establish the key question, vocabulary and essential knowledge the children will acquire.

In EYFS, the concept of the past and present is often taught through stories. The children also explore changes in living memory, for instance, through the history of toys.

In KS1, children explore changes in living memory, events beyond living memory, the lives of significant individuals in the past and significant events, people and places in their own locality. In KS2, areas of study have been carefully planned to give children a chronological understanding of aspects of British History from the Stone Age to WWII. Ancient Egypt, Ancient Greece and the Maya Civilisation are also interlinked. This wider awareness leads to the children having some knowledge of historical development in the wider world. Additionally, local history is integrated to provide children with the chance to access history on their doorstep.

History is taught as a discrete subject and although it is found in the humanities section of the foundation stage curriculum, we make links with other areas of the curriculum to enhance teaching and to provide further contextual learning.

An enquiry based approach is implemented wherever appropriate across the school so that the children's acquisition of the past has an emphasis on being child led. Children are posed with and encouraged to ask questions about the past. They then investigate these questions through a range of sources, which enable the children to make informed conclusions about the past.



We aim to utilise many resources to enhance our teaching and the children's acquisition of history. As well as planning carefully sequenced lessons, we additionally (and where appropriate) integrate educational

visits, workshops, dress up theme days and welcome visitors into our school to give children the best experiences possible. Where appropriate, we make links to local points of interest, such as Goodrich Castle and Chedworth Villa.

At times, in Owl Groups, famous people from the past are explored. We also mark key events, such as Black History Month.

In order to deliver this curriculum, staff at Grangefield have access to CPD opportunities, as well as a subscription to the Historical Association, which provides further opportunities for subject knowledge development.



Impact

The impact of our history curriculum is evident in numerous ways. Staff have opportunities to express their views through staff voice. Supportive monitoring is utilised wherever possible to develop subject knowledge and expertise.

Children have the opportunity to evidence their outcomes through pupil voice, work in their books (which may include cross curricular writing, debates, pieces of art work and annotated diagrams) to showcase their understanding of the past.

The children's knowledge is continuously assessed by class teachers throughout lessons and an end of unit piece of work is carried out to show what the children know and can remember. Regular reflection helps to inform future lessons and provide evidence for end of year judgements.

Through our intent and implementation, the children at Grangefield school will be supported to:

- retain and apply the content, knowledge and skills which they have acquired
- make clear connections between prior learning and current content
- have an understanding of history on a local, national and world wide scale and show an awareness of how the past has shaped their present lives
- develop secure enquiry skills so that they are able to question, research and pursue their own historical interests
- be confident, analytical and critical thinkers who are able to make informed conclusions and judgements about the past
- have had opportunities to explore a range of artefacts, sources, and where applicable, visitors or educational visits to enhance their understanding and appreciation of the past