



# **Limehurst Primary School**

## **Subject Leader Report: History by Eleanor Hale**

### **INTENTION: Subject Overview**

At Limehurst our bespoke History curriculum has been purposefully constructed to equip our children with the key skills and knowledge to gain an in-depth and critical understanding of the past. We aspire for our children to develop into active learners who have a passion for History and are equipped with the skills to think and make decisions as historians both now and in the future. Our enquiry-led approach to teaching History allows children to leave our school able to ask perceptive questions, to think critically, to weigh evidence and sift arguments. These skills in turn enable our learners to develop their perspective and judgement both as historians and global citizens.

Our broad, balanced and diverse curriculum demonstrates strong links between different aspects of History and ensures children are equipped with both substantive and disciplinary knowledge in each of the units they study. Through our curriculum they develop a strong understanding of chronology, the children explore local, national and global History and discover the interconnections between these. Through historical investigations, the skills of enquiry, source analysis, interpretation and problem-solving, the children's understanding of history is challenged and developed. Our curriculum is strongly linked to the aims of the National Curriculum and ensures progression for all children through carefully planned lessons and assessments.

We aim for the children to move on to Key Stage 3 with enquiring minds that are curious to learn more about the past and analyse it with a critical and open mind.

### **IMPLEMENTATION: Planning, sequencing and skills progression**

The implementation of our 7 year curriculum begins in the Early Years where through the Early Years Foundation Stage curriculum, children learn about history through 'Understanding the World'. In order to help prepare children for the History curriculum at Limehurst we have ensured our EYFS curriculum makes strong links with the aims of the National Curriculum to help prepare children for beginning History in Year 1. Whilst most History is taught through the provision, there are times it is taught during carpet sessions and through shared reading of books. We introduce simple historical vocabulary and simple ideas of chronology through daily timetables and calendars.

Our enquiry-led approach to teaching History in KS1 and KS2 means each unit is framed upon a key question that guides the teaching. This overriding question is broken down into sub-enquiries and together these smaller enquiries give the children the knowledge and skills to answer the main enquiry question by the end of the unit. Children study the key historical concepts of chronology; significance; change and continuity; cause/consequence and interpretation. These are taught within the historical contexts outlined within the National Curriculum.

Learning is supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. These are used in a progressive way through the school. In KS1 they are created as a class and built on as new vocabulary and knowledge is introduced. At the end of each unit a copy is given to each child for their book and a copy sent home to aid with the retention of knowledge. By UKS2 the children are confident to create their own organisers and key information and vocabulary is added each lesson. The children can then use these to answer the enquiry question and again a copy is kept in their book and a copy sent home.

Enrichment activities which include historical artefacts, visitors, themed whole-school days and workshops are planned across the curriculum in order to help immerse the children in their learning and in turn develop their cultural capital.

### **IMPLEMENTATION and IMPACT: Assessment, monitoring and evidence**

Impact is measured using a variety of approaches and methods. Pupil voice, book scrutiny and learning walks are recorded by the subject lead. Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. A book scrutiny ensures progress and quality of learning within History across the school.

Assessments are carried out at the end of each unit by class teachers, the children answer the enquiry question. This can be achieved in a variety of ways, some examples include: an essay, a group presentation, creating a poster, making a timeline of key events.