



# History at DSJ

## Intent Statement

The National Curriculum for History aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The National Curriculum is the base for our History curriculum.

At Deeping St James our ambition is to teach History with the intent of inspiring an excitement in our children about History. Beginning with their own past and local environment which sparks an interest that will last beyond their time at school with us.

We want to give our children a knowledge of the history of the British Isles from the earliest times to the present day and how things change, or stay the same, over time and link these thoughts to their own present day understanding. To also look at the wider world, and as their knowledge grows, for them to begin to make connections between aspects of history.

We aim to teach our children the skills to look at, use, interpret and make connections between a variety of historical sources and evidence and support them to be able to analyse and question their findings. We intend for our children to be confident in developing, discussing and arguing different points of view. We believe that these skills and knowledge are progressive and also transferable to other subjects both during their time at DSJ but also into their further education and life beyond.

## Implementation

Our History curriculum is based on the National Curriculum for History.

At Deeping St James from Yr 1 to Yr6 our History teaching is based on the PlanBee scheme for History. This allows us to provide a wide range of History topics and ensure progression of knowledge and skills across the school and to maximise learning.

The scheme provides us with a long-term plan, medium term overviews and detailed weekly plans to support teaching. There are information slides to support teaching and differentiated activities to use with children. There are also additional activities in the “Fancy something different” section.

History is taught as a discreet subject and is planned into the wider curriculum so that skills and knowledge can be applied across a number of subject areas and therefore the learning becomes relevant and real.

Teaching of History will use a variety of sources and be supported by the use of historical timelines and artefacts. Children’s learning will be enriched by history in school days such as Roman Day, local walks and visits and trips further afield such as to the British Museum and Flag Fen. This will bring learning to life and therefore encourages deeper understanding.

**EYFS:** The children in Reception begin their Historical learning within the Understanding the World area of learning and the sub areas of People and Communities and The World. Their learning is topic based and includes practical activities where possible, walks within the local environment and special learning days such as a Medieval Banquet. Their learning will take account of what they already know, their backgrounds, families and cultures and interests.

## Impact

The teaching and learning of History will be monitored by the History coordinator through lesson observations, learning walks, book scrutiny and pupil voice interviews.

Formative assessment will take place at the beginning of each History lesson using Flashback in Five and during the course of lessons. Feedback will be given to children in ways such as verbal conversations, marking, stamps and stickers. This assessment will help inform future planning to allow all children to progress.

Pupil voice interviews form an integral part of showing the impact of our History teaching.

EYFS will be recorded in individual learning journeys on Tapestry throughout the year and judged against the Early learning goals at the end of the year.