

John Randall Primary School and Nursery

Statement of Intent for History

Intent

Why do we teach this? Why do we teach this in the way that we do?

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.

At John Randall Primary School and Nursery, we pride ourselves on providing a rich and engaging history curriculum which provides the basis for cross curricular learning both inside and outside of the classroom. Our history curriculum is intended to be ambitious, engaging and fun, and designed to give all pupils, regardless of background, the equal opportunity to gain the knowledge and cultural capital they need to succeed in life and in future education. Our history topics are based on the National Curriculum (2014) and are designed to ensure the progressive development of historical concepts, knowledge and skills year upon year. We are committed to ensuring that all pupils develop an appetite and fascination about history that provides all children with the skills and knowledge to understand and engage with our local world heritage site in Ironbridge, Britain and the wider world. The history curriculum is designed to build every year on children's previous learning with each history topic linking to and reinforcing understanding of chronology, historical enquiry and historical perspective.

Implementation

What do we teach? What does it look like?

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school and therefore designed to help the children to build upon and recall previous knowledge and skills in the long term. In key stage 1 pupils develop an awareness of the past, people and events within a chronological framework. Local history and studying significant individuals and events are also prominent. Within key stage 2 the children use these skills to study specific historical periods in greater detail and the impact and changes these periods had on Britain.

The history leader ensures that teachers' subject knowledge is appropriate through regularly evaluating planning and outcomes from pupil conferencing and book looks as well as discussions with colleagues. This results in the leader working closely with any member of staff who needs assistance or support with their subject knowledge and/or improving and adapting the curriculum where needed. The leader also provides pointers, ideas and relevant resource pools for all members of staff to ease workload and assist with planning and engagement with the subject knowledge they are being asked to teach. Additionally, the subject lead has devised a progression in skills document to ensure key historical skills are developed upon year by year. Teachers plan lessons for their year groups using this document, matching each piece of knowledge to a lesson where the children's understanding of their current topic area is built upon.

We pride ourselves on providing our children with a stimulating range of activities and opportunities for history and learning takes place both inside and outside of the classroom. Each history topic starts with a teacher made concept map to gauge pupils understanding and knowledge prior to an area of study and then this is revisited at the end of a topic to assess pupil development, understanding and progression. Every year group at school is able to examine artefacts, explore different sources of information and plan extra-curricular visits and experience days that spark curiosity and engagement in the study of history. As well as this, teachers are encouraged to plan fun, intriguing activities for their topics that take the children away from their desks and out of their classrooms to explore our local, historically rich area of Ironbridge. We also have the opportunity to incorporate food into our educational offer through working with the professional chefs in school. We aim to broaden the children's palate and horizons through experiencing world foods linked to their topics on a regular basis.

Impact

What it will look like? By the time the children leave our school they will:

It is our aim for the children to leave John Randall Primary School with a good understanding of chronology, historical enquiry and historical perspective and be able to apply these in real life situations. Alongside this all pupils will understand the history of our local community, Britain and the wider world. They will also be able to talk with confidence about key people, time periods and events through time and how these have impacted and changed Britain and created how we live our lives today. This will give them a good foundation for their secondary learning alongside their understanding of the world around them and how people around our planet live.

The impact of this is measured through the following methods: assessing children's understanding of topic vocabulary through pupil conferencing with the subject lead, images and videos of the children's practical learning, moderation of children's work within their books – 'book looks', staff meetings with an opportunity to scrutinise and discuss children's progress and outcomes, marking of written work in books and annual reporting of standards across the history curriculum.