



Radleys Primary School



History Intent

A high-quality history education *'should inspire pupils' curiosity to know more about the past and the teaching of it should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement'* [National Curriculum, 2014].

History is all around us. Writers, artists, scientists, mathematicians and everyday people all are inspired by the historical environment in which they have lived. By the end of Key Stage 2, we want our children to leave here with an understanding of chronology, both in Britain and in the wider world; including key historical events, awareness of change over time and where they stand in the world of history. Through the teaching of history, we want our children to build respect for, take pride in and appreciate their country; providing them with an understanding of who they are, where they come from and how historical figures and events have shaped the lives that they live today. How does a caterpillar change into a butterfly? Over time but with strength and growth. We want our children to hold a keen interest in the past and be inspired to, rather than needing to know more and how what they can learn through history, can influence their decisions about personal choices, attitudes and values, allowing them the opportunity to develop a sense of identity within the world that they live in.

History Implementation

Here at Radleys, we are directed by and fulfil the requirements of the National Curriculum, which is used to plan and deliver the teaching of history. Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability and additional needs, to flourish and become the very best version of themselves they can possibly be.

We enhance our curriculum through a clearly designed progression model, where staff will model the subject-specific vocabulary and knowledge and skills, appropriate to each year group. To ensure that pupils develop a secure subject knowledge in history, our progression model maps out the specific skills within a number of key categories. These skills will expose our children to the learning of chronological understanding, historical understanding, historical enquiry, interpretations of history, organisation and communication and local history knowledge.

Across the school, this will ensure that there is a full coverage of skills embedded across children's learning journey between year groups, starting from our youngest children in the Early Years, until the end of Key Stage 2. Our nursery and reception children follow the Early Years Foundation Stage framework which supports children's understanding of History through the planning and teaching of 'Understanding the World' through a play based approach, where children can make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Key Stage 1 and 2 children will be taught history through topic based blocks, half termly alternating with geography. Learning will begin by revisiting prior knowledge, which will be a scaffolded approach to recall previous learning, allowing children to integrate new knowledge into larger concepts.

Lessons are planned for by teachers and taught sequentially whilst allowing each lesson to be skill driven, allowing our children to have the best possible outcomes and chance to take home and recall what they have learnt.



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History topics begin with a pre-assessment of current knowledge and vocabulary, from which a learning sequence is constructed and driven by the appropriate key skills. History is then delivered either through subject specific teaching or through the teaching of other subject areas. There, we are able to maximise cross curricular links to other areas of the curriculum, particularly through our English and Art, giving children the ability to make meaningful links and connections to other subjects whilst exploring the historical contexts within it.

Opportunities over the course of the year will be given for children outside of the classroom such as in house workshops and visits to historical grounds, in order to create memorable learning opportunities and to further support and develop understanding of key skills.

History Impact

Pupil voice will show that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary whilst discussing key concepts they have retained. At the end of each topic, teachers will assess their children's level of attainment through conversations, discussion and debate, questioning, book looks and quizzes. Pupils' work will demonstrate that history is taught at an age appropriate standard across each year group.