



History

INTENT – What does History look like at The Greville?

Our aim at The Greville Primary School is to offer high quality teaching that will encourage pupils to develop an appreciation and understanding of Britain's past and that of the wider world and keep them actively engaged throughout their learning. Our historians will be inspired to use their curiosity to make links to the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement and nurture their historical enquiry. History is key to helping pupils to understand their own identity within our diverse social, political and culturally varied society.

IMPLEMENTATION – So, how are we going to deliver this?

At The Greville, we ensure the school provides full coverage of the National Curriculum (2014) programme of study for History and Understanding of the World in the Early Years Foundation Stage.

In the Early Years History is not taught as a discreet lesson. It can make an active contribution to all areas of learning but makes an important contribution to Understanding the World and Communication and Language and Literacy. History in our early years setting involves exploring the child's world (past and present), helping them to make sense of their community and the world in which they live.

Our History curriculum in Years 1 to 6 ensures knowledge is built on year by year and sequenced appropriately, and chronologically, to maximise learning for all children.

It is important that the children develop the knowledge required of a historian throughout their time at The Greville and do not just learn a series of facts about the past. In History, the children will develop their substantive knowledge: the facts and figures of history alongside disciplinary knowledge: the skills required to research, interpret (including primary and secondary sources), understand and analyse. This supports the children at The Greville, being able to find evidence, weigh it up and reach their own conclusions, skills that will help them in their adult life.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. This will also be supported with a timeline that follows the children through their time at The Greville and displays the historical periods and events they are learning. Each new topic is added to the timeline thus allowing the children to place themselves and their learning in the context of the chronology that is such an important theme.

Learning will be 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. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

Although all lessons are created and delivered around an enquiry-based question, at least one lesson per topic will be purely devoted to source analysis. In this instance, the children will be allowed to explore artefacts, photos or secondary sources to not only understand the time period or event they are from, but also to examine how useful or biased a source can be.

Children will not just learn in discreet History lessons but also through links to English topics that, where possible, interact with the History learning that is taking place for example Year 1 looking at 'The Queen's Knickers' in conjunction with their History learning about Queen Elizabeth 2nd and her homes; Year 2 using 'Vlad and the Great Fire of London' to help inform their History and create meaningful links all the way through the school to Year 5 learning about the Battle of Britain and using 'Letters From the Lighthouse' to enhance and build their understanding of evacuation and the blitz.

IMPACT – What difference is this curriculum making to our children?

By the end of their time at The Greville, children will have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about History and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence taken from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for History and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make meaningful and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.