

History at Laygate Community School

Intent

At Laygate Community School, we value History as an important part of a child's entitlement to a broad and balanced curriculum. We believe that high quality history lessons inspire children to want to know more about the past and to think and act as historians.

Our intent is to link learning to a range of topics, whereby children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past, as well as that of the wider world, and to be able to communicate historically.

Through the teaching of History, we intend to:

- foster a sense of identity in our pupils and an increased understanding of their position in their community and the wider world;
- help pupils to value the contributions and sometimes sacrifices made by people in the past;
- help pupils to develop a chronological framework for their knowledge of significant events and people;
- develop an understanding of how the past influences the present
- develop children's skills of investigation and critical thinking, arouse curiosity about the past in Britain and the wider world.

Implementation

At Laygate Community School the History curriculum is implemented through a mixture of whole class teaching and individual/group activities. The learning objective of the lesson and success criteria are shared and thinking skills activities are encouraged allowing the children to discuss and evaluate their own thinking.

The key elements -historical skills- are crucial as they ensure that pupils make progress in historical thinking and so we implement a curriculum that is skill progressive throughout the whole school and across the Key Stages. These skills will be linked to key areas of knowledge and to the children's understanding:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Cause of significant events and consequences for Britain and the wider world
- Comparative enquiry recognising similarities and differences
- Historical enquiry and understanding of how the past is constructed from a variety of sources
- Use of historical terminology.

As part of the implementation process, teachers will deliver;

- A cycle of lessons for each unit, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- A means to display and celebrate the pupils' history work in their class.

Impact

During their time in Nursery and Reception, children have experiences that develop their knowledge and understanding and help them make sense of the world around them. This lays the foundations for later work in History.

During Key Stage 1; Pupils will learn about peoples' lives and lifestyles. They will find out about significant men, women, children and events from recent and more distant past, including those from both Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They will learn how the past is different from the present. They will learn about local history.

During Key Stage 2; Pupils will learn about changes in Britain from the earliest times examining the causes and effects of events in British history. They will look at the achievements of civilisations in Britain and the wider world. Pupils will compare and contrast their studies with Non-European society thus developing analytical skills. They will look at history in a variety of ways, e.g. from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They will use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They will also learn that the past can be represented and interpreted in different ways. Chronological understanding will develop throughout the two key stages.

We measure the impact of the History curriculum in the following ways:

- Summative assessment of pupil discussion in their learning;
- Marking of work in books;
- Pupil discussions about their learning including discussions of their thoughts, ideas, processing and evaluations of work.

Please refer to the History Policy for more details.