

What does history look like at Great Doddington Primary School?

Intent

The intention of the history Curriculum at Great Doddington Primary School is to inspire children's curiosity and interest to explore the past, its people and to ignite a love of learning. We intend to equip children with the skills of a historian and to develop their knowledge through studying different eras, artefacts, societies/civilisations and change/progression. This seeks to deepen the understanding of the past and the legacies it has bequeathed to us in the present day. History, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to make judgements, arguments, form their own interpretations and discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the past.

Implementation

In order to foster children's curiosity about the past, we are enthusiastic about History and encourage children to explore and ask questions. We endeavour to harness this via immersive workshop experiences and bespoke trips to specific places that directly link to the topic. At Great Doddington Primary School, in Key Stage 1, history is taught primarily through a knowledge-based curriculum. We enable teachers' autonomy to use the National Curriculum and our progression document to select objectives and tailor teaching and learning to meet the needs and interests of the children in their class. By the end of Year Two, it is expected that the children will have developed their historical knowledge and understanding and have started to undertake the skills set out in Key Stage One. In Key Stage Two, chronological teaching from eras BC/BCE to AD/CE is used to progress children's knowledge and skills further. Each class has a long-term plan with two to three topics which are 'history heavy'. Geography will be linked into some History topics, where appropriate, to develop children's knowledge and understanding. It will also ensure all areas of the curriculum are covered in depth. Teachers are encouraged to consider opportunities available in the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in history.

Impact

Children will have developed the historical knowledge and skills to help them explore, navigate and understand the past and how we've arrived in the world we live in. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians in secondary education.

Principles of learning in history:

At Great Doddington, we believe that history is an integral part of the curriculum and all learning across the school. Our children are able to recall key information and reason to make judgements about sources, people and events in history. We have planned our units of work so that key historical skills and knowledge are built upon from EYFS to Year 6. These are taught through topics to link ideas, but the children should be aware that they are learning 'history' within other subjects. The units of work have been planned to be engaging, imaginative and creative for the children. They are not all in chronological order because we have thought carefully about which units would be more appropriate for higher-level history skills. Careful thought has gone into how we are able to include local history. As we have planned the units of work ourselves, we can ensure that we embed issues and concepts that are

important to learn and will also challenge the children.

Throughout the topic, specific history skills and knowledge are built up and practised. They are revisited throughout the academic year to ensure this learning is retained. Teachers are clear about the specific history terms that are to be used and taught in each year group.

Above all else, history is taught to ensure our children are aware of what has come before, how it has affected the present and how what is happening now will determine the future.