



History at Upton Heath Church of England Primary School History Curriculum Statement

Subject Leader: Daisy Wilkinson

Intent

History at Upton Heath Primary School is taught through 'History Quests'. These are 3-4 weeks of intensive history learning that ensures that children are able to go beyond the expectations of the national curriculum and develop a deep and lasting understanding of key historical figures, events, concepts and vocabulary.

We ensure that current learning is linked to previous learning as part of a sequential curriculum, enabling children to achieve the end-of-year expectations. In line with the national curriculum 2014, the History curriculum at UHPS aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged and motivated to ask perceptive questions, think critically, weigh evidence, consider arguments and develop perspective and judgement.
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

History is taught through **History Quests**, as identified in the Quest Overview. Teachers identify the key knowledge and skills for each Quest and consideration has been given to ensure progression across quests throughout each year group across the school.

By the end of Key Stage 2 children will have a chronological understanding of British history from the Stone Age to the **Twentieth Century**. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with the studies around British history are studies of world history including ancient civilisations of Greece, Rome and Egypt.

The Early Years Foundation Stage (EYFS) follows Development Matters, which aims to provide children in Reception with opportunities to have an Understanding of the World: past and present, by the end of the EYFS Phase.

Impact

Learning is evidenced through Quest Books, pupil voice, lesson observations and Quest Quizzes. Children take part in Quest Exhibitions and the end of each half term, that is an opportunity to further embed their learning by sharing their Quests with others, including their parents and family members, allowing the learning to continue once the children have gone home.

British Values and our Christian Distinctiveness.

As a school, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties, as it teaches tolerance, compassion and respect for the differences in our community and the wider world. Our teaching of the British Values of tolerance, individual liberty, mutual respect, the rule of law and democracy are underpinned by our History Curriculum Quests, which have strong links to British History.

As well as the History curriculum linking to articles in the UNCRC, whole school themes also run throughout the year on the SMSC calendar, including Remembrance Day in November, VE Day in May, (Article 38: War and armed conflicts) International Women's Day in March (Article 2: non-discrimination based on gender), Earth Day.

These are celebrated through whole school worship, workshop in school and lessons in the classroom.

Early Years:

IN EYFS we explore historical themes through the Understanding of the World strand of the Early Years curriculum. This involves guiding children to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places and time.

EYFS children access the history curriculum through 'Understanding the World, Past and Present.'

Key Stages 1 & 2

There are three historical strands of learning that the children will explore:

- Chronological understanding
- Knowledge and interpretation
- Historical enquiry

As children develop these skills in a range of contexts, they will also develop as independent learners, using knowledge to inform ideas and hypotheses to analyse, evaluate and question. Learning from these strands will develop and foster a love of learning and a sense of curiosity. Learning intentions are informed by the national curriculum (2014) and children are guided towards this by the use of success criteria. Children will have access to Knowledge Organisers, which provide key vocabulary that is topic specific and supports planning and learning.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by the use of the following strategies:

- Observing children at work, individually, in pairs, small groups and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- The use of Knowledge Organisers in every lesson to enable the children to guide their own learning and use them to quiz the children and to use historical vocabulary appropriately.
- Providing effective feedback to learning, to support learning moving forward and to provide opportunities to self-assess, consolidate and study in-depth.
- Moderation of work and books will be used to inform teacher assessment and reflect on achievements and outcomes against agreed success criteria and learning objectives.

We are committed to providing a teaching and learning environment which ensures that all children are able to progress with their learning, regardless of social class, gender, culture, race, or SEND.