

History at Valley Road School

Intent

At Valley Road we want our children to find history interesting and stimulating and relevant to our present and future. We want them to recognise the part it plays in everything we do in our lives and to recognise it is around us all the time.

Our aim is to pique /stimulate children's interest and understanding about the life of people who lived in the past. We aim to teach children a sense of chronology, in order to so that they develop a sense of the identity and creation of modern multicultural Britain and our place within it.

We aim to make all our children aware of the actions of important people in history; people from a range of countries, genders, and cultural backgrounds who have affected our world. We wish for children to know about significant events in British history and to recognise how and why things have changed over time. It is our belief that by understanding the past we can influence the future in a positive way. We also wish our pupils to recognise the role played by other cultures and civilizations to see how the values we hold to be important are the result of cultural cross-fertilisation and not just peculiar to our own country.

Above all, we wish for our pupils to be enthused about history through the ambitious, stimulating and wide-ranging curriculum we present to them, albeit through artefacts, resources, books or trips and visits in our own locale and wider.

History Implementation

At Valley Road, History is taught in every year group, for a period, each long term. It may form part of a topic or be taught as a discrete subject; whatever is most appropriate.

- Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.
- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- At the start of each topic, children will review previous learning and will have the opportunity to share what they already know about a current topic. We link back to learning that we have covered in previous years so that pupils build on their pre-existing skill set.
- In both key stages the emphasis is on presenting history in terms of the effect it has had on our lives today. For example, in KS1 we ask why we "celebrate" November 5th.
- In KS2, each year group year groups will study a mixture of aspects of local history, British history topics and/or an ancient history topic. It is taught in a way to allow children to confidently place each time period, allowing pupils to consistently build on previous knowledge and learning through placing previously taught History topics on a timeline.
- In order to further enrich the pupils' learning and experience of the history curriculum, we plan for high quality, cross-curricular (where appropriate) educational visits and visitors
- We have put together a progression of skills and specific historical knowledge for each year group, which enables pupils to build on and develop as historians throughout their time at Valley Road School. In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines. It will look at significant events and people who have shaped society, locally, nationally, and globally.
- The school has created knowledge organisers for each topic which detail some key information, dates, and vocabulary. This is a support for children with their acquisition of knowledge and is used as a reference document for parents.

- Staff access a range of resources and planning including the following: Key Stage History, Hamilton Trust planning and Twinkl. In order to maintain a good level of subject knowledge and confidence, effective Partnership collaboration and internal discussion opportunities are available to staff.
- Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation, and presentation.
- We use display (and TEAMS) as an important way of sharing knowledge and to celebrate pupil achievement
- Teachers use highly effective assessment (as explained in our Assessment Policy) at different points in each lesson to ensure misconceptions are highlighted and addressed and that all pupils are able to access the History curriculum and make good progress - facilitated through effective differentiation where necessary

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families, and other people they know.

Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, through stories and books growing plants, observing the passing of seasons and time and looking at photographs and objects of their life and of others.

Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' and 'How do we know?'

Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

History Impact

the overall impact and success of this ambitious curriculum design should lead to a lifelong love of learning about history, and we aim to achieve outstanding progress over time, across key stages, relative to a child's individual starting points. Our pupils will be able to show their enthusiasm and understanding in sharing assemblies, in their written work, through Teams and in their conversations with adults at home and at school.