



### History at Lower Heath CE Primary School

Intent	
Our history philosophy is...	<p>Lower Heath's own rich history, within the context of the local area, is a celebrated and inspiring feature of the school.</p> <p>Our history curriculum draws upon the immediate and surrounding areas, enabling children to develop a deep understanding of the rich history of their locality.</p> <p>We ensure that current learning is linked to previous learning, and that pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p>
Implementation	
The curriculum for this subject area is designed using...	<p>A 2-year planning cycle, informed by the National Curriculum Programmes of Study, alongside the interests and needs of our children.</p> <p>Our youngest children focus on events within living memory, with pupils developing their chronological understanding by working backwards through history as they progress through school.</p> <p>There is only one history topic which this does not apply to: 'War and Conflict'. Given the impact of World War 1 and World War 2, and knowing that these events have shaped the world we live in to a greater extent than anything since Roman occupation of Britain, we feel that this topic is most suited to our Upper Key Stage 2 pupils.</p> <p>The focus is on children learning within a coherent chronological framework, with key concepts and themes (such as civilisation, culture and society) interwoven throughout.</p> <p>Staff use a termly overview/planner, to block geography and history content, ensuring that coverage is mapped specifically and allows for depth of study.</p>
Curriculum coverage in this area is progressive. We ensure this by...	We use our school-specific History Progression Framework to ensure that each area of learning is progressive from EYFS to Year 6.
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...	The History Progression Framework outlines the skills, vocabulary and content to be built upon by each year group. This enables learning to be progressive and ensures that children consistently learn new skills appropriate to their ability and potential.
This subject links with the rest of our curriculum by...	<p>Where possible, we try to link the termly history focus with other areas of the curriculum, such as art, DT and geography. This can be more clearly identified within our 2-year planning cycle and topic webs.</p> <p>For each topic, we consider writing opportunities, making links with the mastery and feature keys being studied in English sessions.</p> <p>Within each theme, we map out '<i>launch, explore, energise and celebrate</i>' opportunities. These sessions draw upon a variety of skills, subject areas and links with the local community.</p> <p>In addition to this, each topic has a child-initiated learning/Mantle of the Expert link, to promote enquiry and independence across a range of subjects.</p>
Different year groups, and different abilities within a class, are catered for by...	Through success criteria, learning objectives are differentiated to meet the needs of all learners, and to meet the needs of children in a mixed-age class. By following the History Progression Framework, it is possible to ensure that different abilities and age groups are catered for. This may be by levels of support, choice of equipment available or by individual choice of project to be completed within the topic to be covered.

<p><b>Trips, visits and the local community support this subject by...</b></p>	<p>As referenced, all topics now incorporate <i>'launch, explore, energise and celebrate'</i> opportunities and child-initiated learning/Mantle of the Expert links.</p> <p>As part of the <i>'launch'</i>, all children are immersed into the topic through use of engaging stimulus and materials. Through <i>'explore'</i> and <i>'energise'</i>, children are expected to participate in an educational visit or workshop, and undertake research linked to a specific focus. A topic finishes with the <i>'celebrate'</i> aspect, which allows pupils to share and present their achievements from the unit with members of the school community (this might be peers, other classes, parents/carers...)</p>
<p><b>The subject is assessed by...</b></p>	<p>Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit, as at/above/below the expected standard.</p>
<p><b>The subject is monitored through...</b></p>	<p>Scheduled history monitoring sessions; with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks, pupil voice and analysis of data.</p>
<p><b>Staff development in this subject includes...</b></p>	<p>Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme, and with history specialists within the trust secondary schools.</p> <p>Curriculum support network group attended half-termly by CW, with relevant information and useful ideas being shared with other staff.</p>
<p><b>Impact</b></p>	
<p><b>In history books, you will see...</b></p>	<p>Each child records history work in a termly topic book. However, for younger children (and at times, for older children), the learning which takes place in history may be very practical, and documented in a class book and through display work.</p> <p>Where work is documented in a book, there will be a clear learning objective linked to the progression documents, and children will be given success criteria.</p> <p>Expectations of staff are high and children take pride in their work, ensuring that is well presented.</p>
<p><b>What is the impact of our history curriculum?</b></p>	<p>At Lower Heath, pupils demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study, pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>