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Description automatically generatedRationale for History

Pondhu Primary School

At Pondhu Primary School our curriculum aims to give children the knowledge, skills and understanding to achieve their full potential academically, socially and emotionally. We aim to give the children the necessary skills to prepare them for life in modern British society. Our curriculum reflects both the context of the school and the experiences of the children. This encourages the children to be aspirational, to fulfil their potential and reach the highest of expectations that we have of them.

*A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.*

(DfE, 2013)

**CURRICULUM INTENT**

The intent of our History curriculum is to design a curriculum that inspires children’s curiosity to know more about the past, encourage thinking about how the past influences the present and foster a sense of identity. At Pondhu Primary School we believe that History is key in giving children a context to the world and their place in it, in a safe and encouraging way. History provides children with the ability to understand the process of change and recognise change can be both positive and negative and it enables children to realise mistakes are opportunities to learn. Through their study of History, children are helped to understand the complexity of people’s lives, the diversities of societies and relationships between different groups, as well as their own identity and challenges of their time. Exposing children to key historical events and figures, allows them to understand diversity and appreciate people have different experiences, developing our children into informed and respectful citizens. History teaching focuses on enabling children to think, talk and write as historians. Encouraging children to ask questions, think critically and develop judgement in our teaching of History exposes them to accepting everyone may not hold the same opinion and therefore encourages listening and respect for each other, ensuring our children are set up with important life skills. We place a strong emphasis on first-hand experiences and therefore recognise the importance of handling and examining historical artefacts and primary sources. During their time at our school, we give children the opportunity to visit sites of historical significance, which are carefully chosen to enhance and enrich the learning, regarding this as an important way of stimulating interest in the past. We also encourage visitors to come into our school to deliver workshops or share expertise as we believe it is vital for the children to be exposed to inspirational and positive learning experiences, whether that be in the classroom or off site, as it brings their learning to life. We strive for all to be actively engaged in their own learning, to be motivated and eager, to achieve and attain their full potential in History.

**CURRICULUM IMPLEMENTATION**

Pondhu Primary School’s History Curriculum incorporates fundamental historical knowledge and skills, allowing pupils to build on these from year to year from Early Years through to KS2. Through the implementation of our History Curriculum, learning should be consolidated and built upon each year, ensuring continuity and progression across key stages and ensuring that the children leave each phase of their learning with the relevant skills and knowledge. History topics are carefully planned, structured and sequenced to ensure progression across units of work and across year groups or phases. The teaching of history is delivered to allow all children to strive for personal excellence. This includes ensuring EAL and SEND children have access to the curriculum with careful planning, using high-quality resources, texts and access to vocabulary through pre-teaching activities. An important aspect of both continuity and progression is to ensure time is dedicated to thinking about what subject knowledge the pupils have already mastered, and how this can be built upon and extended through the curriculum. Children are encouraged to link learning from one year group to the next in order to aid retention of key concepts and information.

To develop our children’s enquiry based thinking each history topic has a key question that children will be able to draw learning back to at the end of the unit. To continue along the enquiry-based route each individual lesson also has a question that steers and guides children’s learning, helping them to pin learning on these questions. History is used as an opportunity to apply literacy skills. The local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the lesson plans and resources in the website ‘Keystage History’.

**CURRICULUM IMPACT**

We have confident and enthusiastic children who are assured in their ability to showcase their historical knowledge to peers and adults using subject specific vocabulary and in-depth knowledge and understanding. All children are given equal opportunities to succeed through collaborative learning and ongoing formative assessment from teaching staff. Monitoring in history includes: book scrutinies, lesson observations, learning walks, pupil and/or staff voice. It is used to inform further curriculum development and provision is adapted accordingly.