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At Spring Hill History is ...... significant events, people and places in the past.

Intent, implementation and impact of our History Curriculum

At Spring Hill Community Primary School, we shape our History curriculum to ensure it is fully inclusive to every child. Through this we aim to equip all of our children with the knowledge and skills to ‘think like a Historian’.

Our aims are to fulfil the requirements of the National Curriculum for History by providing a broad, balanced and differentiated curriculum that:

Ensures the progressive development of Historical concepts, knowledge and skills

Allows children to study life in the past in an exciting, engaging way

Encompasses British Values throughout

Our History Lead is Mrs Burgess

## Intent

Our teaching equips pupils with knowledge about the History of Britain and how it has influenced and been influenced by the wider world. Our children learn about significant aspects of the History of the wider world like Ancient Civilisations and Empires whilst also explaining changes in living memory and beyond living memory. They learn about the lives of significant people of the past and understand the methods of Historical enquiry; whilst also asking and answering key questions about the past. We want children to enjoy and love learning about History by gaining this knowledge and skills, not just through experiences in the classroom, but also drawing upon the knowledge of visitors into school and going out on educational visits.

## Implementation

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. We ensure that History has the same importance given to it as the core subjects as we feel this is important in enabling all children to gain ‘real-life’ experiences. In addition to this, key writing opportunities are explored to ensure that writing across the curriculum reflects work produced within English books. Learning takes place through discussion, debate and opinion to stretch understanding and challenge different views of the past. The scheme of learning is bespoke to our setting with local history impacting upon our History curriculum.

Topics are carefully planned across year groups to ensure that we provide children with a wide range of exciting learning opportunities that are closely linked to the National Curriculum for History.

## Impact

We will ensure that our children are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want our children to have thoroughly enjoyed learning about History, therefore encouraging them to undertake new life experiences now and in the future.

## Teaching and Learning in the Early Years

We teach history in Reception classes as an integral part of the topic work covered during the year. History in reception is taught in-line with EYFS framework. Focusing on people from different cultures increase a child’s knowledge and understanding of the world. Reception class also use visitors and practical hands-on resources to bring history alive and develop chronology

## Key Stage One and Two Curriculum

At BGL we use our own long term and medium term planning. This planning has an integrated, practical, exploratory and child led approach to historical learning.

The learning within this planning is based on:

* Key knowledge
* Key vocabulary
* Historical enquiry

The aim of our BGL children to become better historians who will remember more, know more and understand more about history. In History, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In History, the following approaches will be used, and be evident in pupils’ books, in order to ensure that the History learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their history experiences in school:

* Direct teacher instruction; modelling of skills and techniques; demonstration
* Inquiry-based learning; outdoor learning
* Teacher modelling; questioning; mix of individual, paired and group instruction
* Pupil-led learning; opportunities to showcase learning

## Historical Events

Children take part in assemblies, sharing activities and new learning related to their historical teaching. Historical themed days also provide opportunity for children to reenact periods of history, e.g. Roman day, WW2 reenactments and singing songs related to different periods of time.

## Resources

The following resources are available to aid the teaching of history at Spring Hill School Primary School;

* Long term history document.

## Assessment

Teacher assessment during the delivery of lessons and flashback power points. At the end of every unit, children will complete the assessment as outline in the assessment overview. This data is then analysed by the subject leader.

## Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally more able. All resources/materials have been reviewed in line with understanding of protected characteristics. Pupils will be encouraged to value social and cultural diversity through historical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive way.

## Inclusion

We recognise that in all classes, children have a wide range of historical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

* setting tasks which are open-ended and can have a variety of responses;
* setting tasks of increasing difficulty;
* providing resources of different complexity, depending on the ability of the child;
* use of adults to support the work of individuals or groups of children.

## Equalities

At Spring Hill Community Primary School, we are committed to creating an inclusive and equitable environment where all children, regardless of their background or protected characteristics, are treated with respect and dignity. We have taken several measures to eliminate discrimination and other prohibited conduct in accordance with the Equality Act 2010. At Spring Hill Primary School, we see the need for a positive and effective equality. More information on this is available in our Equality policy.

## Role of the Subject Leader

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

* keeps colleagues and school governors informed about developments in history and provides a strategic lead and direction for the subject;
* discusses progress with the Head Teacher and evaluates strengths and weaknesses in history;
* reviews the success of the history curriculum and reviews evidence of children’s work;