

HISTORY AT VALLEY ROAD PRIMARY SCHOOL

INTENT

Children need to know that the story of the past is told differently. They need to grasp that history is created from the evidence that remains. Sometimes this evidence is fragmentary or contradictory, so we must weight it and test it for reliability. Historians must find ways of making sense of this incomplete picture. They also must make judgments about the accuracy of evidence from the past. All is not what it seems. If children are to make sense of their own world where newspapers tell different stories about the same events, using different evidence and for different audiences, they need practice at handling these contradictions. They need to know which questions to ask. If they are taught history well, they will be given the necessary training to be open-minded and respectful of evidence in later life. This is what we aim to do.

IMPLEMENTATION

We teach History in a range of ways. Sometimes it will be part of a broader topic; on other occasions it will be a discrete subject. If we can incorporate appropriate practical experiences, we will take them such as visiting Stonehenge.

History is not taught every term but instead is given the quality time it deserves over the course of the year.

IMPACT

At VR we think carefully about why we are assessing and who will benefit. We recognise assessment must be manageable and obvious to all as to how it will improve teaching and learning. We try wherever possible to return to assessing a particular skill again later in the key stage to help show progression.

HISTORY INTRODUCTION

At VR we wish to recognise history's unique role in the curriculum. We aim to genuinely excite the children's imagination and to fully develop historical skills. We do this by developing a more integrated approach when either possible or appropriate. We think carefully about the famous people we choose to look at in depth to ensure they present an image of the wonderful diversity we have in our world.



STRENGTHS

The school makes full use of its assembly time to share the stories of remarkable people from all countries and backgrounds. This includes the creators of inventions as well as musicians and sports people.

INCLUSION

All children have equal access to our curriculum. Sometimes this will involve differentiated work or outcome expectations.

Our aim is for all pupils to feel fully involved in this fascinating subject.

HISTORY IN EYFS

We encourage children to listen to simple stories, engage in non-fiction books and understand what is happening, with the help of the pictures. We ask simple questions about 'who', 'what' and 'where' (but generally not 'why')

We also help them learn to describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

SUBJECT OUTCOMES

The most important outcome for us is when children demonstrate their enthusiasm for the subject. This involves bringing in family resources or artefacts to share with the class or the school in one of our sharing assemblies.

SUBJECT ASSESSMENT

Our aim is to develop a good balance of assessed tasks, focused work and teacher observations.

TO IMPROVE, OUR PRIORITIES ARE:

To develop our curriculum overview of progression in historical skills