



## Kirk Langley Church of England Primary School

# History

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/careers and our community know us by our actions.

### **Within a Christian ethos we aim to:**

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever-changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.

- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

## **History: Intent, Implementation and Impact**

### **Curriculum Intent:**

- At Kirk Langley Church of England Primary School, we value History as an important part of the children's entitlement to a broad and balanced curriculum.
- History provides children knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; as well as, begin 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.
- As pupils progress, they should be able to think critically and develop a more rigorous understanding of History.
- They should also know how History is linked with Geography.

### **Aims:**

The national curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

### **Curriculum Implementation:**

- The teaching and implementation of the History Curriculum at Kirk Langley Church of England Primary School is based on the National Curriculum and linked to themes to ensure a well-structured approach to this subject.
- Engaging modelled, structured lessons to be planned and taught to ensure pupils develop a knowledge and understanding in line with expected progression.
- To make sure there is a clear progression of skills and vocabulary.
- To use the subject specific vocabulary for their year group to ensure coverage and progression.
- To use formative assessment against clear success criteria and summative assessment only used to support final judgement.
- Find opportunities to learn about History in a practical way.

### **In Early Years Foundation Stage**

Pupils learn about our world through a combination of child initiated and adult directed activities.

Pupils are taught:

- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experiences.

Our History Curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Outcomes in topic books evidence a broad and balanced history curriculum. In addition, we measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes;
- Children retaining knowledge that is pertinent to History;
- Children's enjoyment of History lessons and keenness to find out more about the past;
- Evidence of work showing a range of topics covered, cross curriculum links and differentiated work;
- High standards in History that match standards in other subjects such as English and Maths;
- To recognise and describe special times or events for family or friends.
- To show interest in different occupations and ways of life.
- To develop an understanding of growth, decay and changes over time.
- To talk about past and present events in their own lives and in the lives of family members.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.

### **In Key Stage 1**

Pupils are taught:

- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- To use a wide vocabulary of everyday historical terms.
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### **In Key Stage 2**

Pupils are taught:

- To develop a chronologically secure knowledge and understanding of British, local and world history

- To establishing clear narratives within and across the periods they study
- To understand connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information
- To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.
- To use historical vocabulary to ask and answer valid questions and to pursue lines of enquires.

### **Curriculum Impact:**

- Ongoing assessments take place throughout the year.
- Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.
- This data is analysed on a termly basis to inform and address any trends or gaps in attainment.
- Children in Foundation Stage are assessed within Understanding of the World and their progress is tracked termly using Classroom Monitor.
- Age related expectation levels are reported to parents at the end of the year.