



Intent- we aim to...

To teach children chronology to develop a sense of identity and their place in the world.

Ensure children know the significance of past events and the development of British society, as well as others.

Give pupils space to ask questions, develop critical thinking skills, perspective and judgements.

Investigate significant people of history, using comparison, analysis, interpretation and enquiry.

Provide children with the opportunity to visit historically significant places and have historical experiences.



Implementation- How do we achieve our aims?

Our curriculum

Our history curriculum is based on the National Curriculum.

The Reception curriculum provides pupils with stories and rhymes which begin to develop an understanding of chronology. Key Stage 1 is used to introduce children to the basic ideas of history as study of the past, looking at the development over time of certain aspects of society and some influential figures. In Key Stage 2, the curriculum progresses chronologically, from the Stone Age to the modern day. This allows for the repeated retrieval of preceding topics and the cumulative development of a core timeline.

Golden Threads

At Grazeley Primary School, history is taught through four key threads.

For example, children in year 2 are introduced to the concept of power through looking at Magnificent Monarchs, and inferring who was the most influential Monarch and why. In year 4, children will look at power through looking at Invasion, and understanding the power struggles between the warring factions in the UK. Again, in year 6 power is revisited when looking at the imbalance of power in the Maafa topic, which allows children to explore the lasting legacy of colonialism and discuss what happens to marginalised communities when there is an abuse of power.

Our content includes...



Local history, ancient civilisations, prehistory, British history and significant people.

Our threads...



Power, society, civilisations and exploration and invention.

Progression of skills

Children need to develop their disciplinary knowledge, their understanding of how historians, how the construct historical claims, arguments and accounts. In EYFS, children learn these skills very simply as part of their learning about the past, such as yesterday, last week, last month. From Year 1 to Year 6, the children focus on using more of their skills using multiple lenses - chronology, change and continuity, similarities and different, historical significance, sources and evidence and cause and consequence.

EYFS-

In EYFS, children begin their understanding of history as part of Understanding the World; learning about the difference between past and present, which is the foundation of chronological understanding. This is done through their own lives, characters in stories, and using artefacts.

Assessment-

In every lesson, children are assessed against proof of progress questions through discussion, writing opportunities and use of their historical skills. Work may be recorded in their books or in floor books. At the end of each unit, there is an assessment question where children can demonstrate what they have learnt throughout the topic.

British Values-

Our learning links directly to British Values; such as Year 5's Greek topic looking at Democracy.

Pedagogy-

In accordance with our Grazeley Eight pedagogical principles, our approach to teaching history includes review and retrieval practice, explicit vocabulary teaching, questioning, explanation, modelling, guided practice, independent practice, using appropriate scaffolds, challenging where appropriate and real time feedback.

Sources-

Children are provided with a variety of sources, both primary such as photographs and secondary, such as websites. Where possible, the children explore artefacts. We also emphasise the importance of avoiding judgement through modern, western moral lenses.

Enrichment opportunities-

Throughout their school career, children have the opportunity to attend trips to Milestones Living Museum (Victorians, Year One), Butser Ancient Farm (Stone Age to Iron Age – Year Three) and Ufton Court (Vikings – Year Four).



Impact- how will we know we have achieved our aims?

Children can use chronological language and identify periods of history on a time line.

Children are confident discussing people, events and periods of history, and the lasting impact.

Children use sources to make inferences about the past, understanding bias and historical circumstances.

Children ask questions, follow lines of enquiry and are interested in learning about the past.

Children leave Grazeley with at least two historical trips and having an understanding of how history shapes the future.