

Curriculum Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. The Apley history curriculum provides children with opportunities to develop both their substantive and disciplinary knowledge in a progressive way. It provides children with a foundation for understanding the world, an opportunity to pose their own historical questions, make links between different periods of time and gives children the enjoyment and curiosity to become enthusiastic historians. At Apley Wood Primary School, we deliver the history curriculum using a thematic approach and through developing transferable historical skills and knowledge. This helps our children link their learning and ensures adequate coverage of the National Curriculum and the knowledge necessary to make them ready for Key Stage 3. We offer creative, exciting and challenging history topics to capture the imagination of all pupils.

In our history curriculum, we aim to promote an understanding of the history of our local community and area as well as significant worldwide historical events through the progression of skills and knowledge from EYFS to KS2. Our history curriculum provides children with the opportunity to overlearn skills throughout the key stages and ensures that they develop these historical key skills which enables them to become enthusiastic historians. We offer exciting and engaging learning opportunities through lessons, theme days, visits and workshops to make learning memorable and give a context and relevance to their learning. We plan for strong cross-curricular links with maths and English to enable children to embed and apply key knowledge. Pupils who develop their understanding rapidly are challenged by being offered the opportunity to delve deeper into causes and consequences of events and encouraged to make links between different periods that they have studied. Those who do not have a concrete understanding of periods of time should consolidate their understanding through repetition of key knowledge and creative opportunities to overlearn.

Curriculum Implementation

At Apley, we aim to enthuse children in order to develop their substantive historical knowledge and their disciplinary knowledge (skills). We do this by teaching different periods of history, encouraging children to make links to life today and providing children with frequent opportunities to pose and investigate different questions and to frequently use their disciplinary knowledge in a range of different ways.

We ensure the different types of knowledge and skills are sequential, building on the previous years learning. The History assessment document clearly identifies the key learning required by the end of each unit of work. In addition to this, we identify and assess the key vocabulary that our pupils should know and understand for each unit of work.

There are two main history themes covered in each year group and historical links are made within geography topics to ensure depth of teaching in the subject. When a year group is studying their history topic, it is taught in an afternoon, once a week, where children experience a broad and balanced curriculum, including topics like exploring lives of significant individuals, the Roman Empire and its impact on Britain, the Viking and Anglo-Saxon struggle for the Kingdom of England and a local history study. Throughout school,

children will be able to develop their disciplinary historical skills as, within all of their topics, children are asked to develop their understanding of chronology, compare similarities and differences and evaluate different sources of evidence to embed learning into their long-term memory. History topics will be linked, where possible, to local history to enable children to develop a sense of self and awareness of their local community. We assess children's vocabulary understanding at the start and end of each topic by completing a RAG rated vocabulary quiz.

Within EYFS, children are taught history through looking at the past and present, with a particular focus on talking about the lives of people around them, understanding similarities and differences between things in the past and now and drawing on their experiences and what has been read in class. We also choose texts carefully in the Early Years to introduce children to key historical concepts that will be revisited throughout their time in school.

Alongside History lessons, throughout the year, we celebrate key events in history such as Remembrance Day. Each year, we have a school focus on Black and BAME history where the pupils are taught about different influential historical figures. History knowledge is used throughout the year as a context for writing to link to children's English lessons. Guided reading texts are often linked to history topics. In addition to this, throughout the year, children experience educational visits linked to their history topics which enhance their understanding.

We use a range of resources throughout the school to ensure that every child's needs are met and lessons are delivered in engaging contexts. Each term, a homework project is set and this is often linked to the History topic that the children have been studying in class.

The teaching of history is monitored termly through book scrutinies, learning walks, teacher questionnaires and pupil voice activities. In EYFS, observations and assessments are completed regularly throughout the week.

Curriculum Impact

Throughout lessons, formative assessment takes place and feedback is given to pupils verbally or written through close the gap and extension tasks. Spelling and grammatical errors will also be addressed through marking. Children's prior historical knowledge is assessed through the use of a knowledge quiz at the start of the topic. This informs teachers planning to ensure that they are meeting the needs of each pupil and ensures progress. Historical skills are assessed throughout the topics and are marked against the objectives in the back of each individual history book.

As a result of comprehensive monitoring activity and use of both formative and summative assessments, we know that our children are able to effectively recall and build upon prior knowledge to deepen their learning in history and they are well prepared for the next stage of their education.