

Vision & Intent

The intent of the History curriculum at Vernon Primary School is to provide every pupil with:

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

An awareness of chronology and the ability to plot dates on a timeline, knowing when events happened in the context of time.

The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

The ability to consistently support and evaluate their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

A knowledge and appreciation of the role of the historian and an understanding of how to use historians' views to support their ideas.

Planning & Delivery National Curriculum

History is taught using the National Curriculum as its starting point.



Learning Objectives & Knowledge Progression

The History Learning Objectives are in place to ensure that knowledge and outcomes for each year group are identified and covered, as well as progression tracked. A progression map and long term plan also outline progression throughout the school.



Short term planning

From the learning objectives, Short Term plans are created for each unit of work, outlining the sequence of learning in a series of lessons leading up to a final end point and study book piece. Short term planning identifies the learning objectives for each lesson, prior learning, key vocabulary and a description of key teaching points. SEND provision is outlined within these plans. Lessons are delivered weekly using varied, innovative and creative teaching approaches.

These steps are part of a continuous cycle of formative assessment, which informs future planning.

Assessment, Progress & Evidence

History is assessed and tracked using our Foundation Subject tracking on FFT – children are assessed as Emerging (1), Expected (2) or Exceeding (3) based on the unit of work they have been taught. Evidence of learning is within each child's individual History book which shows progression against the learning objectives throughout a unit of work. A final piece of work (end point) is presented in each child's individual study book.

Assessment of History is achieved through:

- Discussion with children (Pupil voice).
- Observation of children.
- Study book work.
- Marking of work in History Books – written & verbal feedback.

Cultural Capital

- Each term, the theme of 'leadership' will be woven into each year group's history planning. The children will develop an understanding of leadership and its many forms, for example an acceptance of when leadership failed such as in the Titanic disaster, in Year 2.
- Black History month and Woman's History month activities.
- Opportunities for children to welcome visitors into school who can retell their account of different historical moments e.g. grandparents in to discuss WWII.
- Educational visits such as Jodrell Bank.

History at Vernon Primary School



Reading within History

- Reading descriptions of people, places and cultures from the past - using books, eLibrary, digital texts, Ipads and Chrome books.
- Reading primary and secondary sources and collating evidence about the past.
- Reading own and peers' descriptions of Historical events, places and people.
- Research about History online for projects and enquiry.

Continuing Professional Development (CPD)

- Annual History Subject Leader training led by external specialist – Chris Trevor delivered the most recent training.
- Subject leader cascades key information and latest developments during staff training sessions.
- Outstanding practitioners share expertise through observations and team-teaching opportunities.

Enrichment Opportunities

- Annually, Year 1 to Year 6 will participate in an historical enquiry – the children will compose the question they wish to investigate, with the input linking the enquiry to a local area of interest.
- Educational visits such as Jodrell Bank.

Resources

- Resources are audited at the end of each academic year, as well as regularly checked and organised appropriately for access; teachers are asked at the beginning of each term if there are any historical artefact that may need to be sourced for their upcoming planning.
- Access to the historical association resources.
- Bespoke resource boxes organised to support each historical era.

Curriculum Values:

Creativity & Curiosity

Independence

Respect & Cooperation