

History at the Federation of Grewelthorpe and Fountains CE Primary Schools

“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.”

National Curriculum 2014

Rationale

Our aim, at the federation of Grewelthorpe and Fountains school, is to develop our children’s understanding of the historical events, people and processes that shape the way we live our lives today. History enables children to gain a rounded knowledge and understanding of Britain’s past and that of the wider world. It encourages children to develop their ability to think critically, ask perceptive questions, evaluate evidence.

The schools’ own rich history, within the context of the local area, is a celebrated and is an inspiring feature of our schools. The history curriculum within the federation draws from, and makes full use

Of, the immediate and wider local area, giving children to the opportunity to experience the fascinating and eventful history within their locality.

We aim to inspire curiosity in our children to learn about the history of their own families and localities, in order to help them develop a sense of identity as a citizen of their community. Our curriculum promotes diversity and tries to embed the British values which make our country a fair and exciting place to live to give children a full understanding of a modern, 21st century Britain.

Our Intent

At Grewelthorpe and Fountains School, our history intention is for all our learners to develop their chronological understanding and consider the significance of key historical events in shaping our present and future. It is our intention to encourage our learners to sequence historical events, discuss relevant sources, consider the importance of significant figures and share a range of perspectives that are key to understanding History. We want children to develop their understanding of history through relevant and engaging topics, which are carefully structured to ensure that current learning is linked with previous learning.

Through the teaching of our history concepts, we aim to:

- *Continuity and change* - Inspire pupils’ curiosity and to increase their knowledge and understanding about the past in our local community, Britain, and the wider world.
- *Historical investigation* - Encourage pupils’ critical thinking about how the past influences the present and use enquiry as an approach to lessons.
- *Historical Interpretation* - Understand that people interpret the past differently and we draw our own conclusions about the past.

- *Develop chronology* - Help students develop a chronological framework for their knowledge of significant events and people.
- *People* - 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.
- *Cause and effect* - Encourage pupils to ask perceptive questions, to analyse evidence and develop a judgment about the impact events and people have had on society.

Implementation

Our history coverage is organised across each Key Stage over the course of a two-year rolling programme. Topics and objectives are planned to be covered in blocks across the two-yearly cycle. Whenever possible and appropriate, cross-curricular links should be identified. To support the teaching of History in school, we have a Curriculum Progression document, which focuses on the key concepts and skills which will be covered at each Key Stage. This document is used by teachers to support planning and inform long- and medium-term planning, which map out the knowledge and skills to be covered each term for each key stage. When teaching history, we use our 'drivers' to direct our focuses in each topic, ensuring children can make meaningful comparisons to the following themes: rulers, settlements, families and communities, conflict and legacy.

Topics are lead through an enquiry approach where children are encouraged to explore what they already know and make links, continually informing their response to the enquiry question given at the beginning of each topic.

Each new topic is introduced with reference to the chronology of previous topics (including those from previous years). Teachers refer to knowledge organisers to devise and inform planning, ensuring links have been made across our drivers. Children have the opportunity, at the end of each topic, to answer the enquiry question, demonstrating their knowledge and understanding.

Impact

All of our learners are enthusiastic about the events that have taken place in their own lifetime and beyond which shape all of our futures. They have enquiring minds and draw upon their experiences to inform their own interpretations of history. They're equipped to think critically and able to use the necessary sources to find out more.

They understand the chronology of events, making links between their own lives and events over the course of different time periods. Our learners have a rounded understanding of how history has shaped the world we lived in today and are equipped with a good understanding of 21st century Britain.

Policy:	History Policy
Signed Chair of Governors:	R Bain
Governors Meeting Ratified:	February 24
Review Date:	Spring 25
Review schedule	Annually