



Aims and Objectives

"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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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." National Curriculum 2014

Curriculum Vision: To equip all children with the skills, opportunities and rich experiences that will help them to choose and navigate their own future pathway whilst creating ambitious, lifelong learners.

The aim of history teaching here at Epsom Primary and Nursery School is to stimulate the children's interest, curiosity and understanding about the past. Through the curriculum pupils will gain a knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology and through this develop a sense of identity and an awareness of the challenges of their time. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. Teaching should equip children to ask questions, think critically, weigh evidence and develop perspective and judgement. History teaching should help pupils to understand the complexity of pupil's lives, the process of change, the diversity of societies and the relationship between different groups. By the end of their learning, children will know more and remember more through historical enquiry-based learning. By revisiting their learning throughout their primary education, children will have the knowledge and skills that are needed to progress into the next stage of their education.

At Epsom Primary and Nursery School, our history aims are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours

- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Teaching and Learning

At Epsom Primary School, our aim is encourage children to be active Historians. By using a range of primary and secondary sources such as artefacts, we strive to immerse children in a wealth of knowledge of a particular society, culture or country and encourage them to interpret the past for themselves. Lessons are centred around historical enquiry and allow the children to develop their Key Skills for History (see Appendix). The children are taught half-termly or termly topics that are allocated by the History and Curriculum Lead. History topics are presented to the children as a question to base their enquiry on. This question is revisited at the end of every lesson to allow children to build upon their knowledge of the topic. Wherever possible, children are presented with real artefacts from the time for them to base their historical enquiry on. Trips and Rich Experiences such as Henley Fort in Year 6 and Butser Ancient Farm in Year 3 are utilised where possible to increase Cultural Capital for the children at Epsom Primary School.

Teachers plan using the Knowledge and Skills document, the Curriculum Overview for their year, the breakdown of National Curriculum objectives and the progression of Key Skills for History for Key Stage 1 and 2. (See Appendix). The Knowledge, Skills and Vocabulary document is used to plan and assess the children's understanding and is reviewed each year from feedback with the class teachers. Class teachers are responsible for implementing this within their classes. The subject leader is responsible for ensuring the document shows progression and meets the needs of the children in liaison with Curriculum Lead.

Planning is recorded on the IWB, which includes the learning intention, success criteria, key vocabulary, whole class teaching strategies, differentiated learning challenges and staff notes. Learning Intentions must link to a historical skill from the Progression of Key Skills document.

Teaching Strategies

a) Early Years

During the Early Years, children should listen to stories and begin to ask how and why something happened. Children should talk about their own lives including what happened in the past and what is going to happen. Role play areas should link to a theme and children will begin to make up stories and discuss similarities and differences between families and traditions.

b) Key Stage 1

Pupils should retell and sequence key events in stories and their personal lives. Pupils should develop an awareness of the past using vocabulary from the Knowledge and Skills document which relate to the passing of time and discuss 'old' and 'new.' Pupils begin to look at different historical events and significant individuals and begin to describe and explain what happened. They should be able to place these people and events within a chronological framework and identify the

similarities and differences of life in different periods of time. Pupils should begin to use a range of different sources to help them to ask and answer questions about the past. They should begin to assess the effectiveness of these sources and use them to find out about the past. Pupils will learn about the history of their local area and use this to inform how this has affected theirs and their families lives.

b) Key Stage 2

Pupils in Key Stage 2 develop a range and depth of historical knowledge, focusing on using sources to build a picture of local, British and world history. They will evaluate their effectiveness and discuss different interpretations of History. They make comparisons between different times in History including similarities and differences. Pupils will ask relevant historical questions about cause, effect and significance. Pupils will be able to choose reliable sources of information and will assess the effectiveness of different sources. Pupils will be able to gather a range of information to present and communicate their knowledge and understanding including using different genres of writing, diagrams and drama. By the end of Key Stage 2, pupils will begin to select and combine information from a variety of sources and use this to form conclusions.

Assessment

In each topic, children are presented with a question which they should be able to answer by the end of their unit of learning. This is achieved by creating either an individual (KS2) or class (KS1) knowledge organiser which the children add to at the end of each lesson. At the end of the topic, the question is revisited with the whole class and children are given an opportunity to use their knowledge organiser to structure an answer to the question. This answer is either presented as a writing opportunity (Key Stage 2) or verbally (Key Stage 1). This form of assessment has been trialled in Year 6 and will be rolled out across the school in the Summer Term 2021. By completing this form of assessment, teachers are able to assess whether children are working towards the expected standard, working at the expected standard or working at greater depth.

Inclusion

We teach History to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Health and Safety

a) Resources

Resources to support themes across the school are stored within classrooms. Artefacts, newspaper reports and teaching resources are the responsibility of the Subject leader, who is also responsible for ensuring they are kept up to date and relevant for that theme. There is a labelled box for each theme and will be allocated at the start of the school year. When available, loan boxes supplied by Bourne Hall are borrowed. The boxes contain real life artefacts which help to enrich the learning with the children and provide them with rich learning experiences.

b) Safety and Guidance

Some of the artefacts can be sharp, particularly the Stone Age Weapons. When a new artefact is introduced, children will be made aware of its correct and safe use and adults will support children in handling the resource carefully.

c) Visits

Each year group will have the opportunity to attend local visits based on their History topic. Risk assessments must be submitted to Evolve prior to attending and first aiders must attend.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject coordinator with the Curriculum Lead. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations/learning walks are also undertaken, when needed, and the subject coordinator regularly reviews evidence of the children's work. The subject leader is responsible for giving the curriculum lead an annual summary report in which the strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated. Where required, the subject lead may be asked to present their work to the Senior Leadership Team and/or Governors.