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**Calder Primary School**

**History**

**Intent**

At Calder Primary School we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Our History curriculum is designed to ignite children’s curiosity about the past. The teaching of history in our school is intended to equip pupils to ask questions about the past, analyse evidence, think critically, appreciate different perspectives, develop informed judgements and think like a historian.

Our History curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring themes. Progression is planned in knowledge, skills and vocabulary so that pupils by the end of year 6 have the cultural capital to be successful in History in Key Stage 3 and beyond.  Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning and handle artefacts and objects.

Pupils are encouraged to think like historians and develop their skills including historical enquiry. Learning is also planned to develop children’s other historical skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

We aim to make use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

The aims of teaching history in our school are:

• To inspire pupils’ curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;

• To enable children to know about significant events in British history and to appreciate how things have changed over time;

• To develop a sense of chronology;

• To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child’s citizenship education;

• To have some knowledge and understanding of historical development in the wider world;

• To develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

**Implementation:**

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the school. History is taught as part of a termly topic, using the knowledge and skills progression document and developing meaningful links with other subjects. It is taught for 1 hour per week, or sometimes through themed afternoons or days.

We aim to provide a variety of opportunities for history learning inside and outside the classroom. Educational visits and visitors provide additional opportunities for enquiry and extension. We use our local area and rich local history, for example in learning about the Victorians in Heptonstall Museum, understanding about the history at different points in the past at the Piece Hall, and exploring local landmarks and artefacts about the Cragg Vale Coiners. Other trips include to The Beatles Museum, Imperial War Museum, Shibden Hall and Leeds museum.

In EYFS, historical learning forms part of ‘Understanding the World – People and Communities’. Children talk about past and present events in their own lives and in the lives of their family members and look closely at similarities, differences, pattern and change through their topic work and transferring this knowledge to their creative drawing, writing and role play.

History teaching is inclusive for all pupils through differentiated tasks and a variety of learning styles. It provides excellent opportunities to enhance the learning across the curriculum, including for more able pupils through investigations, analysing sources and writing extending pieces. Pupils are also given the opportunities to apply and extend their knowledge through creative History homework projects.

Achievement in History is celebrated on Twitter and through our achievement assemblies each Friday.

**Impact:**

Within history, we strive to create a supportive and collaborative ethos for learning by providing a variety of learning opportunities to enable children to gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our history curriculum is planned to demonstrate progression of knowledge, skills and vocabulary and opportunities for consolidation and extension.

We measure the impact of our curriculum through the following methods:

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Marking of written work in books.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.