



Leonard Stanley C of E Primary School



History Rationale

Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: *Why do we teach this? Why do we teach it in the way we do?*

At Leonard Stanley we want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts.

We shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced curriculum that encompasses the British Values; ensuring the progressive development of chronological knowledge, substantive knowledge (the specific, factual knowledge of the subjects, which must be connected into a careful sequence) and disciplinary knowledge (using the skills historians use to discover and learn from the past). We aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain, including our local history, and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy

and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also through educational visits.

History is learnt using the three specific areas of knowledge are used for planning, progression and assessment in each aspect taught.

1. Chronological Knowledge

Chronological understanding enables pupils to place their learning within the 'bigger picture' and better remember historical people, periods and events

2. Substantive Knowledge

Substantive knowledge is the historical facts we teach that form the narratives of the history curriculum.

3. Disciplinary Knowledge

Disciplinary Knowledge is how historians investigate the past, and how they construct historical claims, arguments and accounts

We want to ensure that we teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We also want to ensure the children learn about significant individuals and events internationally, within our county and locally, thus providing a rich cultural capital. Our teaching of history prioritises the development of historic knowledge and vocabulary.

Implementation: *What do we teach? What does this look like?*

At Leonard Stanley, we use a range of history resources to make our curriculum, including school trips, workshops, primary and secondary sources, books and the Internet, confident that it aligns well with our curriculum model, enables a high-quality and ambitious curriculum with a practical experiential focus, whilst encompassing the National Curriculum Programme of Study. Our progression map ensures full coverage of chronological, substantive and disciplinary knowledge from Key stage 1 to Upper Key Stage 2. It provides consistency and structure so that prior learning is built upon effectively so that ample opportunities are provided to repeat and embed key learning, knowledge and skills using high quality vocabulary.

Early Years: Preschool and The Reception Year

In the EYFS, history is included within the 'Understanding of the World' area of learning. As with other learning in Preschool and Early Years, our children will mainly learn about history through carefully structured and planned continuous provision opportunities both inside the classroom and outdoors, with a focus on **Young Learner's Interest**. This includes:

- Making a family tree to show who was and is in their family.
- Baby photos to compare themselves in the past to now.
- Playing with old and new toys to compare their similarities and differences.
- Visits from Grandparents to help children develop their experiential knowledge and sense of the world around them.

These planned opportunities are linked to other areas of the curriculum. Activities such as these will help children develop important skills. Historic vocabulary (then and now), and **reading opportunities** are well-modelled by adults working with the children. This enables pupils to be **Active Learners** with a focus on **Language Development**.

The following table shows how we use the Development Matters guidance to plan history learning opportunities for children in our Early Years setting, so that they are able to achieve the Early Learning Goals that are linked to history:

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
CL			Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Maths	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		
UTW	- Begin to make sense of their own life-story and family's history. - Understand the key features of the life cycle of a plant and an animal.	- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.

History in Key Stage 1 and 2

The content of history teaching and learning is set out in the 2014 National Curriculum for primary schools in England.

History is taught discretely throughout the school. Each year group has a focussed history topic every alternate term. During that term, history lessons are taught weekly.

- We plan lessons and outcomes **designed for challenge, e.g. high quality questioning and thinking**
- We use a progression of knowledge document to ensure a clear understanding of prior learning, current expectations and where the learning is going next.
- The school has a detailed history curriculum map for each year group, illustrating the topics and content taught in each class; developed using the National Curriculum.
- There is a strong focus on learning specific history vocabulary which is added to the class working wall.
- Each class uses timelines that builds on their prior learning, giving the children a better understanding of chronology.
- Lessons are practical and **experiential** whenever possible, using historic artefacts focussing on primary and secondary resources enabling children to be curious and inquisitive. **e.g. using images from the past**

- Adaptations are made in every lesson to ensure that children in all key groups, including SEND, access the knowledge and scientific enquiry.
- Children learn about significant others and significant events within each unit of work.
- We have a plethora of books available to allow children to **read fiction and non-fiction** stories to find out more information.
- We use cross-curricular links and provide outdoor learning opportunities as much as possible to help strengthen children's long-term memory by making valuable connections. **For example, in Summer Term in Year 2, children learn about local significant event (Great Fire of Leonard Stanley) which includes a local walk looking at the ruins and their history learning is developed further within Guided Reading and English lessons.**
- Classroom displays and knowledge organisers in books help children know and remember historic knowledge and vocabulary.
- We use knowledge organisers to help with planning, delivery and monitoring.

Assessment, producing quality

- To ensure that the coverage of history meets the needs of the learners, each class discusses and assesses the prior knowledge of the children at the beginning of their history topic using a KWL grid. This enables teachers to identify any knowledge and skills that need to be focussed on within the unit and also to identify any misconceptions that need to be addressed during lessons.
- We assess predominantly using ongoing formative assessments in class, with teachers giving immediate oral feedback to address any misconceptions that arise. Teachers reflect upon the learning using '**feedback sheets**', which identify teaching points for the next lesson for the class as a whole, or to identify individuals or groups who require further support.
- Assessment information is gathered through observations and discussions with children.
- End of unit assessment sheets outline the key learning points for the end of each unit and judgements are made as to whether children have achieved the expected standard for each key learning point. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups in order to raise attainment where appropriate.
- INSIGHT tracker is used to assess chronological, substantive and disciplinary assessment using formative assessment.

Monitoring & Training

- Regular lesson visits, pupil conferences, staff conferences and book audits are carried out, led by the history subject leader, and actions identified to ensure that history standards remain consistently high.
- Annual moderation ensures progress is monitored within classes and year groups.
- Staff CPD opportunities are provided when needed.
- A subject action plan is used to identify how to improve the subject; this is reviewed on a termly basis.

Extra-Curricular Opportunities in History

Children love history learning at Leonard Stanley Primary School, so it is important for us to provide extra history learning opportunities for our children outside of the history lesson. We offer:

- Opportunities to explore history across the curriculum, for example in English lessons, whole class texts and reading themes in guided reading.
- Celebrate current historic events e.g. King Charles III coronation
- Remembrance Day
- Celebrating Black history week
- A history section within the school library.

Adapting the curriculum for pupils with SEND in history

History is taught to all children at Leonard Stanley. History is inclusive in terms of delivery the same curriculum to all our pupils, irrespective of specific learning needs or disabilities. We provide a curriculum that delivers a broad and balanced education, where key skills are continually revisited and deepened. Teachers provide learning experiences at every opportunity, often tailored to match to the needs of individuals. SEND children may possibly not need the same level of support with history as with other areas of their academic work. Children with SEND, may not be considered SEND in history. All pupils should be able to feel able to participate, contribute and achieve. History lends itself to and benefits from a wide range of teaching and learning styles: whole class teaching (when new or complex ideas are introduced), paired work, group work and working independently. Each unit, children are given the opportunity to offer hypothetical explanations of past events supported by carefully selected evidence and to test them by comparing sources, discussion, and argument. Adjustments might be made in a range of ways to ensure that all children can achieve success in the history curriculum. To support with topic-specific vocabulary, children might use word mats or access pre-teaching to familiarise themselves with new words and their definitions. Children can use writing scaffolds and sentence stems to structure their written work. Children might record their work and understanding in different ways, orally through live recordings or with support of a scribe. Role-play, paired discussions, and group tasks also enable the children to share their ideas.

Impact: *What will this look like? What will children be able to do before they leave our school?*

End points:

By the end of EYFS, children will: Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time.

By the end of KS1: Previous learning will be built upon further as children develop an awareness of the past and know where the people and events, they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.

By the end of KS2, children will: Have developed a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time.

They will be able to use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people and construct informed responses that involve thoughtful selection and organisation of historical information.

By the time children leave Leonard Stanley Primary School they will:

- Be able to retain coherent knowledge and understanding of Britain's past and that of the wider world.
- Be able to question ideas and reflect on knowledge.
- Be able to articulate their understanding of historic changes and influences and be able to reason using rich language linked to history.
- Demonstrate an understanding of significant events and individuals that have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Achieve age-related expectations in history at the end of each academic year.
- Be ready for their next phase of education in history learning at secondary school by the time they leave Leonard Stanley Primary School.