



THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

History

Intent

At Thursby Primary School, History education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for History. Furthermore, we aim to inspire in pupils a curiosity and fascination about History that will remain with them for the rest of their lives. A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (The 2014 Primary National Curriculum in England).

History teaching at Thursby Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

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 understand how Britain is part of a wider European culture and to study some aspects of European History;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- 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 whole school. History is taught as part of a topic, focusing on knowledge and skills stated in the National Curriculum. At Thursby, we ensure that History has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The History curriculum at Thursby Primary School is based upon the 2014 Primary National Curriculum in England for Key Stages 1 and 2, which provides a broad framework and outlines the knowledge and skills that should be taught in each Key Stage. Teachers plan and assess lessons for their class using the 2014 Primary National Curriculum and Chris Quigley Milestones. Teachers can use this document to plan their History lessons to ensure the curriculum is covered and the skills taught are progressive from year group to year group.

During the Early Years Foundation Stage, the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Early Years Foundation Stage, History makes a significant contribution to developing a child's

knowledge and understanding of the world through discovering the meaning of new and old in relation to their own lives.

When teaching History, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. History teaching focuses on enabling children to think critically. A variety of teaching approaches are used based on the teacher's judgement.

At Thursby Primary School we provide a variety of opportunities for History learning inside and outside the classroom. Educational visits are an opportunity for the teachers to plan for additional History learning outside the classroom. At Thursby Primary School, the children have had many opportunities to experience History on educational visits. The children have explored local museums and had visitors into school to share History learning and have hands on experiences.

Impact

Within History, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

Our History curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work.

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.
- Assessing children's knowledge through quizzes and questioning to see knowledge they have remembered.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Book looks by the subject leader and staff where there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Inclusive Learning for SEND in History

At Thursby School, we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in History learning.

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.