



**Little Houghton CEVA Primary School**  
**Curriculum Statement for the Teaching and Learning of History**

**Our Vision for Little Houghton CE Primary School**

**'Learning for Life'**

**Through:**

- ❖ **Growth – realising our potential**
- ❖ **Community – sharing and contributing**
- ❖ **Spirituality – reflecting and thinking deeply**
- ❖ **Environment – appreciating local and global environments**

**So that each child can flourish – like a flower of the field (Psalm 103:15)**

Our curriculum vision is reflected in history through the key concepts:

**Legacy**

**Lifestyle**

**Legacy** refers to something that is handed down from one period of time to another period of time and can be linked with our focus on **Spirituality** (reflection) and **Environment** (the appreciation of).

**Lifestyle** refers to the interests, opinions, behaviours, and behavioural orientations of an individual, group, or culture and can be linked with our focus on **Growth** (realising potential, developing understanding) and **Community** (sharing and contributing).

**Intent**

At Little Houghton CE 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 ambitious curriculum; ensuring the progressive development of historical concepts and knowledge (disciplinary and substantive); 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.

History teaching at Little Houghton CE 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 have the two key concepts of **lifestyle** and **legacy** woven throughout:

<b>Lifestyle</b>	<b>Legacy</b>
To inspire pupils' curiosity to discover more about the past	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	To appreciate how things have changed over time
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 develop a sense of chronology
To understand how Britain is part of a wider European culture and to study some aspects of European history;	To have knowledge and understanding of historical development in the wider world and ancient civilizations;
To help children understand society and their place within it,	To develop a sense of 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 Connected Curriculum themes and is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught at each age and stage. Our history progression documents ensure that the curriculum is covered and the skills/knowledge taught is progressive from class to class. These documents also provide the end points that children should attain in each phase and will support teachers in understanding where in the sequence of learning they are.

History teaching focuses on enabling children to think critically and a variety of teaching approaches are used.

At Little Houghton CE Primary School, we provide a variety of opportunities for history learning both inside and outside of the classroom. We plan and deliver engaging activities linked to history for the children to complete. These activities can be guided by the children's interests in particular topics. Educational visits are a great opportunity for the teachers to plan for additional history learning outside the classroom. At Little Houghton CE Primary School, whenever it has been possible, the children have had opportunities to experience history on educational visits. The children have also had visitors into school to share history learning and have hands on experiences, which ensure that more is learned and remembered.

In KS1 and now in EYFS too, we use an approach called Mantle of the Expert to deliver some aspects of our Connected Curriculum Units. Mantle of the Expert is a method of teaching that immerses the children in an imaginary context, through which learning is purposeful and engaging. The children become an expert team and are given problems to solve and tasks to complete within that team. We use this approach to teaching in KS1 and EYFS because it provides children with a purposeful context for their learning, giving what they are learning a meaning and putting it to practical use. Through the fictional context children learn science, history, geography, D.T and art. Beyond this it gives them an opportunity to develop their problem-solving, teamwork and speaking and listening skills. Where it fits, there are also opportunities for purposeful pieces of writing within the story.



### **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 of understanding of each Connected Curriculum unit of work covered throughout the school, centred firmly on the key concepts of **lifestyle** and/or **legacy**.

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 Connected Curriculum units of work.

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

- Assessing children's understanding of vocabulary and knowledge before and after the unit is taught.
- Images and videos of the children's practical learning.

- Interviewing the pupils about their learning (pupil voice) to see what has been retained in their long-term memories.
- Assessment for learning activities throughout the sequence of lessons
- Monitoring activities where pupil's books may be scrutinised and 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.
- Use our 'Hexperts' assessment scheme to assess what the children have learned and remembered and how they make connections in their knowledge. This also gives us the opportunity to identify any misconceptions and gaps in knowledge so that they can be revisited in subsequent units.

