

History at Leyburn Primary School

Intent

'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 Leyburn Primary School helps children to gain knowledge and understanding of Britain's past and that of the wider world. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and the relationships between different groups, as well as their own identity and what makes society today what it is. History allows children to develop the skills of asking perceptive questions, thinking critically, evaluating evidence and examining arguments.

Our aims are to fulfil the requirements of the National Curriculum for history for every child by:

- Knowing and understanding the history of these islands and the significant aspects of the history of the wider world;
- ensuring the progressive development of historical concepts, knowledge and skills;
- developing an understanding of historical enquiry;
- gaining historical perspective by placing their growing knowledge into different contexts, including visiting museums and sites and the use of real artefacts.

How are British Values taught through history?

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the history curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day. By looking at the achievements of famous British people, pupils develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of the impact of their work in periods such as the Industrial Revolution as well as the contribution made in both World Wars. Teaching pupils to respect and value diversity is developed in the study of the Early Islamic Civilisation and World War II in upper Key Stage 2. Furthermore, by making links with modern day issues such as racism, pupils are made aware of the importance of British values over time. These values are also encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups

Implementation

The domain knowledge of history teaching at Leyburn has been carefully planned with the topics being the vehicles for the history curriculum. These are inter-connected by historical threads, such as the concepts of civilisation and settlement, conflict and peace and scholarship. By having the topics centred around these threads, pupils are able to make links between their learning from one topic and year group to another, as well as use this knowledge to make connections with present day and their own lives. Pupils learn substantive knowledge, such as key dates, but these very much act as an aid to giving children context in which to build their learning around the threads. For example, in Year 5's learning of the Abbasid Caliphate, they consider how scholarship of the time has contributed to modern medicine and science. This leads to Year 6's study of the Ancient Greek Scholars and their contribution to the modern understanding of our world.

Pupils in Key Stage 1 study historical topics that allow them to gain a fundamental understanding that the passing of time creates history. In Key Stage 2, pupils learn many of their historical topics in chronological order from pre-history in Year 3 to modern history (World War 2) in Year 6. This ensures pupils are able to make direct links between historical time periods, understanding the reasons for the demise in one period and the start of another along with the idea of concurrence and history happening around the world.

History learning is taught in a blocked sequence. We teach units of work that will challenge and extend prior knowledge in order to construct a secure, new understanding of substantive knowledge. In addition to this, disciplinary knowledge is developed through historical enquiry and interpretation. Prior knowledge is revisited before introducing new ideas, and misconceptions are actively diagnosed and discussed through low-stakes assessments. British values are planned into each unit of work to ensure opportunities to promote these are optimised.

The beginning of a unit will include the use of a knowledge mat which outlines the knowledge and vocabulary that the children will learn. Every year group will visit places of significance both in the locality and further afield, such as the Oriental Museum in Durham or the local Wensleydale Railway. These are carefully planned to embed prior knowledge

and provide a scaffold upon which to connect new learning. Appropriate artefacts are also used whenever this is possible to add to the pupils' contextual understanding.

Impact

Our curriculum has been planned to have high expectations of all learners and demonstrate coherence and progression. If children are assessed to be achieving the lesson aims then they are deemed to be making good or better progress. We measure the impact of our curriculum through work scrutiny, pupil discussions and a reflection on standards achieved against the planned outcomes.

Impact will be reviewed at the end of the academic year as this curriculum has been in place since September 2019*.

Reviewed February 2021

* Note: Impact still to be accurately measured due to partial school closure for COVID-19.