Days Lane's History Curriculum

Subject Intent

- At Days Lane, our intent, when teaching history, is to stimulate children's curiosity in order for them to develop their knowledge, skills and understanding of the past.
- Topics are informed by the national curriculum but also consider children's interests (pupil questions on pre-topic assessments – 'Show Me What You Know), as well as the context of the local area.
- The curriculum is carefully planned and structured to ensure that current learning is linked to previous learning.
- In line with the national curriculum, the history curriculum at Days Lane aims to ensure that all pupils:
    - Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
    - Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
    - Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- Through finding out about how and why the world, our country, culture and local community have developed over time, we intend for our children to develop their understand how the past influences the present.

Subject Implementation

- The Early Years Foundation Stage (EYFS) equips pupils with the relevant knowledge and skills to enable them to access the History curriculum in KS1.
- Our history curriculum follows an enquiry based approach, providing children with key questions to explore through researching, interpreting evidence and forming their own conclusions.
- Planning is formed and aligned with the national curriculum and topics are organised chronologically.
- The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.
- Local history studies take place in KS1, where children in Year 2 investigate how Queen Mary's hospital has changed overtime, and KS2 where children in Year 4 learn how World War II impacted on the local area of Sidcup. Year 5 also look at their local area (Shooters Hill) and compare how it was used in the past compared to the present.
- Show Me What You Know (pre-assessments) are used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests.
- For each new history topic, timelines are referred to, in order to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years).
- Knowledge Mats are used to identify the key knowledge and vocabulary that children are expected to learn within topics. These are differentiated according to the children's needs and shared with parents to consolidate history learning at home.
- Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate.
- Themed/ Dress up days, trips and visiting performers further enrich children's learning journeys and provide awe and wonder.
- Key knowledge is reviewed by the children and checked and consolidated by the teacher.
- Post topic quizzes are used as summative assessments of children's learning. A gap analysis of children's outcomes is undertaken to identify any gaps in learning, which are addressed at the beginning of future lessons via a 'Review and Recall' slide.
- Home learning tasks are linked to the topic taught that half term and give children the opportunity to further develop their learning from the classroom.
- By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, the Egyptians and the Mayans.
- Where possible, meaningful cross-curricular links are made with other subjects e.g. in English where topic texts are often at the centre of children's learning journeys. There is also a strong cross curricular link with Geography where map work is included.

Subject Impact

Through the high quality teaching of History taking place, we will see the impact of the history curriculum in different ways:

- Through pupil voice children will be able to talk about the skills and knowledge they have acquired.
- Children will be highly engaged in History lessons and display high levels of curiosity about the past.
- Children will demonstrate analytical thinking and questioning and demonstrate a coherent knowledge and understanding of Britain's past, including their local area and that of the wider world.
- Outcomes in books will evidence a broad and balanced history curriculum and demonstrate the children's acquisition of key knowledge.
- The school environment will be history rich through displays, resources, vocabulary etc.
- As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.
- Assessments and monitoring will show standards in History will be high and will match standards in other subject areas.