



# Otley All Saints C.E Primary School

*'Learning, Love and Laughter Every Day'*

## History

Curriculum Statement: *"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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."*

<p><b>Intent</b></p>	<p>The study of history should ignite children's curiosity about the past in Britain and the wider world. At Otley All Saints C.E. Primary School we want our children to love history. Our aim is that, through the teaching of history, we stimulate all children's interest in order for them to develop an appreciation, understanding and thirst for knowledge of the past. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and cultural understanding, and a chronological framework for their knowledge of significant events and people. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. The study of history at Otley All Saints will also ensure our children understand how Britain developed as a society. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world.</p> <p>At our school, history teaching will also give children opportunities to develop their skills of enquiry, investigation and analysis. We believe that by allowing the children to understand the importance and enjoyment of history through different opportunities, they will become engaged and enthusiastic learners in history. We also want our children to have an understanding of the issues that the world faces and have a deep awareness and understanding of the sustainable global goals. Essentially, we want our children to be global citizens of the future. We know that education plays a central role in achieving the targets of the SDGs (Sustainable Global Goals). Reference to the SDGs, along with SMSC, are threaded in history lessons where appropriate to help children have an awareness of historical global connectedness but also a deep awareness of some of the issues around diversity and supporting our older children to understand some of the challenges in the past not only around diversity but also on colonisation and migration.</p>
<p><b>Implementation</b></p>	<p>At Otley All Saints we ensure the aims of the National Curriculum support all pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world, supported by a clear skills and knowledge progression. Topics are carefully planned, informed by the National Curriculum and linked to previous learning. This ensures that skills and knowledge are built on year by year, and sequenced appropriately to maximise learning for all children.</p> <p>At all levels of learning, pupils will find evidence, weigh it up and reach their own conclusion. To do this successfully they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue their point of view, skills that will help them in Secondary school and their adult life. At Otley All Saints we also provide a curriculum supported, as appropriate, through engaging activities, trips and visitors that give all students an opportunity to explore and question the past, and to create memorable learning opportunities that further support and develop their understanding.</p> <p>In Nursery and Reception, the 'Development Matters in the EYFS' guidance supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.</p> <p>At Otley All Saints, exploring history in Early Years Foundation Stage includes the following:</p> <ul style="list-style-type: none"> <li>● Pictures, text and oral stories, artefacts and accounts from the past</li> <li>● Hands-on experiences including toys, artefacts, and where possible, relevant visitors and trips.</li> <li>● Exploration of fictional and non-fictional characters from a range of cultures and times through storytelling.</li> <li>● Use of songs, poems, puppets, role play, small world play and other storytelling methods.</li> </ul>

<p style="text-align: center;"><b>Impact</b></p>	<p>Our History curriculum will lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and written or created work. As they progress through school, children will be engaged in dynamic history lessons and have a keen interest to find out more. They will be able to talk about the skills and knowledge they have acquired, and will complete research independently through projects and homework expressing their own enjoyment about the subject or topic.</p> <p>As pupils leave Otley All Saints they will have the following skills:</p> <ul style="list-style-type: none"> <li>● A secure knowledge and understanding of people, events and contexts from the historical periods covered.</li> <li>● The ability to think critically about history; to reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.</li> <li>● A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.</li> <li>● A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.</li> <li>● A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</li> <li>● A deeper understanding of sustainable development, will have explored historical global connectedness between local communities and the wider world, considered issues from different perspectives and reflected on their own values.</li> </ul>
<p style="text-align: center;"><b>Inclusion &amp; Adaptation</b></p>	<p>We make History accessible for all. We do this by:</p> <p>An inclusive history education curriculum should engage and inspire <i>all</i> learners to master the necessary knowledge and skills. To make it accessible for all our children, we make individualised and whole class adaptations to support their needs. We do this in a variety of ways, which includes some of the following:</p> <ul style="list-style-type: none"> <li>● Ensuring all lessons are well organised and laid out in a clear series of learning steps, starting with revisiting learning of prior knowledge.</li> <li>● Lessons include a mixture of experiences and different approaches to learning, including bringing abstract concepts to life through concrete resources and comparisons.</li> <li>● Children may be supported in written tasks through the use of word banks and different levels of scaffolding (for example 'chunking' information) are used for different groups of children where necessary. Tasks can also be adapted in length with the overall outcome of learning in history remaining the same.</li> <li>● Active breaks may be used to help children to retain focus and attention when accessing learning.</li> <li>● Key historical vocabulary and language is displayed clearly in the classroom and referred to during lessons.</li> <li>● Key learning of historical knowledge and skills is accessible and barriers removed where appropriate, for example a task that may involve writing could be modified by using pre-cut text.</li> <li>● Wide range of teaching styles to support and engage such learners visuals, videos or modelled examples.</li> <li>● Children have the opportunity to work as a class, in pairs or small groups and with additional adults to help support working memory and learning.</li> <li>● Educational visits add to children's cultural capital experience and encourage aspiration for all.</li> <li>● The use of memory aids to help retain knowledge and chronology, such as knowledge organisers.</li> <li>● Use of our reward systems to praise and motivate children.</li> </ul> <p>Our <b>endpoints</b> are aspirational for all children but success may look different. For example, an end point might be to explain what daily life was like for Anglo Saxons. For a child who needs support with processing and recording information, this might involve drawing pictures to show their knowledge and understanding, or recording using digital recording technology or a writing frame to capture their understanding.</p>