



STATEMENT OF INTENT

HISTORY

Our School Vision

An Inclusive Community Inspiring Life Long Learners

Intent

At Alderley Edge Community Primary School, our intent is to deliver a History curriculum in a way that inspires all learners', including the most disadvantaged and those with (SEND) or high needs, desire to know more, remember more, and understand more of the past, of Britain, as their home country and the wider world. Through the coherent study of people, places, and events, accessed by addressing a range of sources, children will develop a chronologically secure knowledge and understanding of local and world history whereby they will appreciate change, cause, similarity, difference and significance. Thinking critically, analysing sources and considering opposing narratives and accounts, will enable all learners to make reasoned judgements in response to this knowledge. Thus, supporting them to develop an appreciation for the complexity of people's lives, the processes of change, the diversity of societies and the changing relationships between groups, and for children to appreciate where their own identify and challenges of their lifetime contrast or relate to elements of these timelines.

Implementation

To ensure children have 'mastered' the knowledge of the Programme of Study for History in a progressive, sequential way, the subject is taught in unit blocks across the school year. Each block should last a half term and is designed to enhance a thematic approach. We ensure children use a Timeline and place events and periods studied on a Timeline during each topic coverage. At Alderley Edge Community Primary School, we use History to promote learning across many areas of the National Curriculum, including:

- The application of all basic skills (including Reading, Writing and Mathematics).
- The use of computing both to find historical data
- Citizenship, through moral, social and cultural development
- Developing geographical knowledge when learning about past events in other places
- Looking at art, music and technology from the past as a source of evidence

All classes from Y1 to Y6 use the History Knowledge Organisers which ensures that children can develop a chronologically secure understanding of world history whereby teachers know and can draw upon what prior learning has taken place. All topics are informed by the National Curriculum and celebrated within the context of the rich history within the local area of the school. The design of the curriculum supports progressive and sequential knowledge, skills, and vocabulary for each year group, which will be built upon year on year.

The Early Years Foundation Stage (EYFS) follows the statutory guidance relating to the Early Learning Goals, which aims for all children in reception to have an 'Understanding of the World – Past & Present' by the end of the academic year. This is in conjunction with their achievements also relating to 'Communication & Language'.

Impact

Monitoring of History involves learning walks, 'floor books', Insights assessment, pupil voice and scrutiny of work across the units of work and within each year group. In order to check the children remember new and prior knowledge, children will be expected to know and understand the key knowledge, vocabulary and skills of their unit content as evidenced in their books. Via monitoring, the subject leader will use assessment information to check pupils' knowledge, skills and understanding is in their long-term memory. Any gaps in learning or children who aren't meeting age related expectations can therefore be identified and supported appropriately.