



Edmondsley Primary School

Subject: History

Intent	Implementation	Impact
<p>At Edmondsley Primary School, we want our children to enjoy and love learning about History. Throughout their time at our school, we want them to gain historical knowledge and skills - not just through experiences in the classroom but also through outdoor learning in the form of fieldwork and educational visits. Through our curriculum, we are striving to foster a sense of enquiry to learn more about the past through asking questions and finding answers using a range of sources. Our curriculum topics are informed by the National Curriculum and are sensitive to children's interests as well as the context of our local area. We want our children to have pride in the history of their community as well as knowledge of national and wider world history. Our curriculum is therefore 'rooted in the local with eyes on the global.' Helping children to understand the diverse nature of History is important to us and so we offer our children opportunities to explore many different civilisations and the impact they had on the communities around them in County Durham, the UK, Europe and the wider world.</p> <p>At Edmondsley Primary School, children gain not only historical knowledge and a sense of chronology, but also the skills to act like</p>	<p><u>History in the Early Years</u> Within our Early Years Curriculum, there is a very strong focus on the language-rich environment and understanding our children's own experiences. This includes beginning to use language associated with the passage of time, a sense of uniqueness and belonging to a community, developing a sense of historical enquiry and developing their understanding of historical narrative, sequence and chronology</p> <p><u>Key Stage 1 and 2</u> Each unit of learning starts with an enquiry question. Each unit sits on and relates to the knowledge previously taught. History is taught in weekly lessons for a six-week unit three times a year. Retrieval of knowledge is encouraged and planned into each lesson. A variety of teaching methods such as use of digital resources, role play, debates and handling of artefacts are used in order to bring the learning to 'life' for the children. Visits are also planned to support and enhance learning in the classroom and to inspire fascination and further enquiry in history. These include visits to famous places (Durham Cathedral) and local sites of interest (Beamish museum.) Some units also involve visitors coming into school to bring history to life for every child. Health and medicine is looked at as a part of each unit of study which gradually provides children with a greater sense of chronology and change over time. Children will show their historical knowledge and</p>	<p><u>Assessment</u> The evaluation of what knowledge, skills and understanding the pupils have gained against the unit expectations is completed termly by Key Stage One and Two staff. Each teacher shares their assessment with the History lead using our online system for assessment. Discussions around the next steps for the class and individuals is completed at this time.</p> <p>The Early Years team complete ongoing assessments, which culminate in an end of year assessment.</p> <p>The curriculum lead conducts pupil voice sessions each term to collate feedback from the learners, allowing children to share their learning experience.</p> <p>Book and planning scrutiny is also carried out by the curriculum lead and a professional dialogue held with staff so that pupils receive the best possible history education in each and every school year.</p> <p>The curriculum lead prepares and reviews an action plan and creates</p>

<p>historians. By the time they leave us in Y6, we want our children to be able to ask perceptive questions, analyse evidence using primary and secondary sources and then form and articulate their own conclusions.</p>	<p>understanding in a variety of ways by answering questions, forming explanations, writing reports, diary entries, accounts and reviews and taking part in dress up days, role play and debates.</p> <p>Staff will receive termly support from the coordinator, through review of children's books and planning, feedback from regional network meetings, staff training with clear focus on Humanities and other additional information. The coordinator positively encourages professional dialogue between colleagues and across phases.</p> <p>Timelines are displayed in kS1 & 2 classrooms to develop chronological understanding. We also include local and regional dates, people and events to highlight, the best of what has been done or said on our doorstep.</p>	<p>impact statements each year which is shared with the link governor.</p>
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