Pride ourselves, Achieve the best we can, Curious thinkers, Everyone together
The small school with BIG ideas

History at Parkend

Intent
The 2014 National Curriculum for History aims to ensure that all children:
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At Parkend Primary we believe history encompasses the acquisition of knowledge, concepts, skills and positive attitudes about the past and the impact of significant people’s actions and words on societies today. We encourage and inspire children to continue to ask historical questions and be curious about the past and their own heritage. Our history curriculum will help pupils gain a coherent knowledge and understanding of Britain’s past, as well as that of the locality and the wider world. We want our 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 now and into the twenty second century. We nurture the children’s fascination and inquisitive approach and give access to rich historical vocabulary throughout their time at the school to equip them with conceptual knowledge and methods of historical enquiry. We want the children of Parkend to be knowledgeable, innovative, resourceful and respectful local and global citizens who are able to embrace individuality and differences within our school, local community and the wider world. Our History curriculum, therefore, builds on the Early Years Foundation Learning Goals and British Values. The content is contextualised for the needs of our children. We utilise the historical initiatives and opportunities in our local area as much as possible. The content is ambitious and coherently sequenced through a rolling programme of cumulative skills and knowledge. The curriculum is designed to give ALL pupils the knowledge and cultural capital they need for future life, learning and employment. We want our pupils to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Our curriculum fosters a healthy curiosity in children about change, cause and consequence in our own locality as well as the wider world. We promote respect for other communities and societies and introduce our children to the connections
between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. The rolling programmes of study are designed so that the key knowledge and skills build on prior learning. We ensure that history skills are developed cumulatively throughout the children’s time at the school so that they can apply their historical knowledge and understanding at an appropriate yet ambitious level when asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgements.

P - Pride in ourselves – recognise our heritage and other cultural contributions throughout history
A - Achieve the best we can – build on the historical knowledge and skills we acquire each year
C - Curious thinkers – study artefacts, places and people to make informed decisions about the effects of past human creativity and achievement
E - Everyone together – respect and embrace individuality and differences within our school, community and the wider world

Implementation

Teachers create an environment that stimulates curiosity and is centred on well-being. Age-appropriate historical vocabulary, images and resources are displayed within the classrooms for children to engage with. Teachers select books and materials that reflect and support our ambitious curriculum. The subject leader provides effective support and challenge for teachers to continually enhance their own subject knowledge so that pupils receive quality first history teaching. Good practice is regularly celebrated and shared with the whole school community to create a positive attitude to history learning across the school. All staff re-inforce an expectation that all children are capable of achieving high standards in history and they are aware of the clearly defined end points of each phase. Our whole school approach to the teaching and learning of history involves the following:

- History is taught in the mixed age classes with an emphasis on discussion, research and problem solving. Through our broad and ambitious curriculum, we present information clearly and allow all children to discuss and find out for themselves. Children are encouraged to ask their own questions and are given opportunities to use their historical skills. We facilitate opportunities for children to do independent research, be critical thinkers and to discover in creative ways. This curiosity and resilience is celebrated within the classroom. Teachers create engaging lessons that capture the children’s interest and develop their communication skills and aspirations. Work given to children is demanding and matches the sequence and aims of the curriculum. Teachers use precise questioning in class to develop and assess conceptual knowledge and skills. Teachers systematically assess knowledge and understanding to identify misconceptions in learning and adapt their teaching as well as provide clear, direct feedback so that all children flourish. In addition, the subject leader works with class teachers at selected points throughout the year to use their assessment data to define next steps and ensure good progress for all pupils.

Planning and teaching builds upon the learning and skill development of the previous years. Teaching is designed to help children embed learning in long term memory so that they can integrate new knowledge into larger ideas more readily. As the children’s knowledge and understanding increases, and they become more proficient in selecting and using historical vocabulary and enquiry skills, they become increasingly confident in their growing ability to come to conclusions based on real evidence. The skills of working historically are embedded into lessons to ensure they are developed throughout the
children’s school career and new vocabulary and challenging concepts are introduced through direct teaching. Teachers demonstrate how to: ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement as well as communicate historical information in a variety of ways. Where possible, we utilise the local Forester’s forest sites and school grounds to accessing outdoor learning. We provide as many experiential opportunities for further historical learning through trips, visitors and assemblies.

Impact

The successful approach at Parkend Primary results in a fun, engaging, high-quality history education, that provides children with the foundations and knowledge for understanding the developing world in more depth. Our engagement with the local community ensures that children learn through varied and first hand experiences of the world around them. Frequent, continuous and progressive learning outside as well as inside the classroom is embedded throughout the history curriculum. The children’s work is consistently high quality and each year, the children are able to know more, remember more and do more so that they are ready for the next stage in their life journey.

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