

Lane Green First School History Curriculum

Vision for History

Intent

Our History Curriculum at Lane Green First School gives children the opportunity to learn about past events and how history will shape our future. Through high quality historical experiences, children will gain an awareness of the political, economic, social and cultural elements of history. Learners will critically discover, enquire, investigate, discuss and compare whilst developing their perspective and judgements, so they become confident, creative and independent historians.

Implementation

Exciting and engaging topic launches are used as a stimulus for lessons to encourage and inspire historical enquiry and thinking.

Visits and visitors are used to engage, enthuse and develop a thirst for Historical knowledge, skills and understanding.

Outdoor Learning - effective and exciting opportunities to provide a context for accumulating integrated and subject based knowledge and for developing key skills.

Planning is **differentiated** to ensure inclusivity, high expectations and challenge.

Lessons include a variety of **informative, useful and relevant resources** including artefacts, photographs, story books, information books, ICT etc to bring the past to life, fostering a love for the subject and provoke historical enquiry and questioning.

Children's historical knowledge, skills and understanding is **celebrated** through classroom displays, class dojo, text message as well as Star of The Week assemblies.

Living history themed days, where appropriate.

Whole school display linked to historical events (e.g. Remembrance Day).

Opportunities to **write in role** and show empathy for people in history.

Investigative approach encourages children to be independent historians and encourages an awe and wonder for our past, present and future.

Impact

Planning - Is there coverage of the key skills? Is progression evident? Is there a clear sequence? Are activities clearly differentiated? Does the planning include an exciting stimulus for each topic? Is it differentiated? Are there opportunities for outdoor learning?

Monitoring of planning and books - Does the children's work in books reflect their understanding? Is planning well thought through? Are classes delivering lessons consistently so that every child has the same experience?

Pupil voice - Do children enjoy History? Are they excited by lessons? Do they have a passion for our past? Are they learning new skills/building on previous learning? Do they remember key dates? Facts? Events?

Environment - Is children's work celebrated? Are key historical words apparent in the classroom? Are events displayed in chronological order?