



## **History at Clifton Primary School**

### **INTENT –**

Clifton Primary School aims to provide a rich and diverse History curriculum that enables children to explore and understand events from not only our own past but also that of other nations that have influenced society and culture that we experience today.

Through enabling the children to experience History first hand through school visits or from primary sources as well as secondary sources, Clifton Primary School seeks to inspire learning in the children to want to know more about what happened and what led to those events happening.

### **IMPLEMENTATION –**

History is taught in line with the National Curriculum for History from 2014 and then further supported by the Lancashire Scheme for History as advised by the Local Authority.

History is broken down into the following four key areas of learning:

#### **Chronology**

- Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework.
- In an in depth study of the time period, use appropriate vocabulary when describing the passing of time and historical concepts.
- Analyse connections, trends and contrasts over the time period.

#### **Events, People and Changes**

- Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history.
- Establish a narrative showing connections and trends within and across periods of study by making connections between the time period and other history units they have already studied.
- Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the settlements were and how they integrated into the indigenous populace.

## **Communication**

- Produce structured work that makes connections, draws contrasts, analyses trends, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

## **Enquiry, Interpretation and Using Sources**

- Understand methods of historical enquiry, how evidence is used to make historical claims about the time period and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Understand how our knowledge of the past is constructed from a range of different sources about the time period and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)

Various resources and historical visits will be used as required to support this teaching.

## **IMPACT –**

At Clifton Primary School pupils learn about the impact of History on their lives and what should be learned about events from the past in relation to how their world is today.

This learning will enable the children to make informed decisions about their own lives and future having understood the impact of events from the past.

Pupil progress is measured in a number of ways at Clifton Primary School. Class teachers will assess children's contributions to class discussions and questioning as well as observation of group work associated with investigating the topic. Assessment can also take the form of written work, presentations and end of topic assessments.

Teaching staff will use the children's assessments to inform future planning and delivery of the subject, including the choice of visits and resources as required to ensure a link to between Key Stages and beyond.