

HISTORY AT INGOLDISTHORPE C of E VA PRIMARY SCHOOL



Implementation

At Ingoldisthorpe, we implement our intentions through Planning that is informed by and aligned with the national curriculum, reflected in our rolling curriculum that ensures a broad curriculum that ensures topics are covered throughout the duration of primary education. We have strong links to our local area to enhance local history knowledge and provide us access to high quality school visits such as Year 5 and 6 visit to the Kings Lynn Gaol House during their study of Crime and Punishment. Great consideration is given into the progression of children's learning in History as well as support for our SEND children to ensure an inclusive curriculum for all. We use a rich range of suitable resources such as relevant reading materials, photographs, and access to technology for research purposes and to support learning. Outcomes are closely monitored to assess understanding, extend learning and ensure progress for all.

Intent

At Ingoldisthorpe, our History intent is to plan and teach engaging lessons that are informed and aligned with the national curriculum. We aim for children to know and identify where people and events fit into a chronological framework, a skill that progresses from KS1 to KS2. We encourage children to use a wide vocabulary of historical terms verbally and written. Children should know and understand significant aspects of the history of the wider world. In addition to this, children should know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. We encourage developing ability in methods of historical enquiry using a range of resources available to them. Through our

close links to our local community, we aim to develop an understanding of the rich history of their locality. Our intent is for children to gain historical perspective by placing their growing knowledge into different contexts. Children are equipped with transferable skills to support and progress their learning throughout their primary school education.

Our progression maps

History	EYFS		Year 1/2	
	My family, family tree/history	Key knowledge: -to know my family and those key members -to understand simple timelines	Events beyond living memory Timeline of historical events, Guy Fawkes The Great Fire of London Samuel Pepys Tudor homes *Remembrance Day	Key knowledge: - To have an understanding of historical events in chronological order -To know key dates and events of Guy Fawkes, The Gunpowder Plot and The Great Fire of London
Key skills: Communication skills to explain families, family times, experiences beginning to use time words		Key skills: -to compile a timeline of historical events -to understand differences between now and then -to understand the purpose of a timeline		
SEN/G&T: -guided support and visual aids -naming and labelling -recognising differences and ages		SEN/G&T: -adult support, visual resources, simplified vocabulary/group work -to form their own opinions, make comparisons and frame their own		

Year 3/4		Year 5/6	
Stone Age to the Iron Age	Key knowledge: -How did Stone Age people live? -Nomadic peoples, hunter-gatherers, stone tools, bronze, tools, iron tools, round houses, hill forts	Ancient Egyptian civilisation and times (interactions with romans) Key figures including ; Tutankhamen Nefertiti Cleopatra Ramses II	Key knowledge: -to know how the Ancient Egyptian civilisation started and ended -to know key figures of Egyptian times -to explore mummification, views on death, gods, beliefs, pharaohs -Cleopatra, Nefertiti, King Tut, Ramses
	Key skills: -cause and consequence in regards to tool use -similarities and differences comparing stone age to iron age living -inferring how people lived based on historical artefacts/sources		Key skills: -to think critically about sources of information and their value -to understand the timeline of Egypt -to consider good leaders and the changes over time, comparing then and now, learning about civilisation life and key events
	SEN/G&T: -adapted resources and expectations -physical artefacts - detailed cause/ consequence work		SEN/G&T: -differentiated resources, group work, support with research and templates, adult guidance debate source validity/consider origin

SEND in History

All of our learners are included in all of our lessons where appropriate, and adaptations are made to enable our learners to access the learning. All teachers at Ingoldisthorpe Primary School have extensive knowledge of their students and are able to make reasonable adjustments to enable children to participate and learn with their peers. Reasonable adjustments will be made in communication with parents and always at an appropriate stage for each specific child.

Adjustments may include;

- Adapted objectives and learning resources to meet a child's cognitive ability.
- 1:1 session with a trusted adult
- Small group sessions
- Peer work
- Support in class with an adult
- Coloured and adapted visual resources

- Hands on activities and sensory breaks where needed.

Most able children in History

At Ingoldisthorpe Primary School we set high expectations and ensure all pupils are provided with the opportunity to reach their fullest potential. Through our knowledge rich, topic-based curriculum and our extensive knowledge of all students, we are able to identify and foster the gifts and talents of all our children. Adjustments will be made to further challenge learners.

Adjustments may include:

- Additional writing and reasoning tasks
- Opportunities to lead group tasks
- Supporting peers in partner work
- Communicate further understanding to the peers and adults
- Use of further questioning

Impact of History

At Ingoldisthorpe, we obtain high outcomes in History that reflect our knowledge rich, topic-based curriculum. The impact of our History curriculum is evidenced in the following:

- High outcomes in end of topic teacher or child assessment.
- High outcomes in our English lessons and other curriculum subjects, reflecting our strong cross curricular and transferring of skills and knowledge.
- Children demonstrate use of key vocabulary in their talk evident when consolidating knowledge and revisiting prior learning.
- Children's personal interest in History topics is evident in their choice of reading and library books also demonstrating a level of understanding and passion for the subject.

- Children are given the opportunity to share their learning with pride in our weekly sharing assemblies.