

# History at Stanley Grove Primary Academy



At Stanley Grove Primary Academy we provide a curriculum that has been designed for our community. Our carefully selected drivers shape the curriculum, bring about the aims and values of the school, and respond to the particular needs of our pupils: **Communication:** we listen, express ourselves, collaborate and perform with confidence; **Exploration:** we are curious to dig deeper, make links and have new experiences ; **Creativity:** we are reflective and use our imaginations to problem solve and create something new of value. Blending knowledge and skills, our curriculum is rich in language and vocabulary, and learning is supported through enriching experiences.

As a **Gold UNICEF Rights Respecting** and **Nurture UK** school, we promote children's rights, nurture principles and the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of others.

## Why we teach History

The history curriculum at Stanley Grove Primary Academy is based on a coherent understanding of the history of Britain and the wider world. By studying history, we teach our children to think critically, justify using evidence and to thoroughly consider both sides of an issue before making a decision. Teaching history ensures our children understand the complexities of people, societies and change, thus enabling them to understand their identity within society, providing models of good and responsible citizenship; right and wrong, morals and ethics. History's true value lies in how we apply lessons from the past to our present and future, ensuring our children do not accept things with passivity.

Our history curriculum:

- Fulfils the requirements of the National Curriculum.
- Provides a broad, balanced and differentiated curriculum.
- Ensures the progressive development of historical concepts, knowledge and skills, through the milestones
- Teaches pupils about historical figures that promote diversity and racial inclusion
- Promotes the love for being historians by ensuring all the children can access the lessons

## How we teach History

Where possible, history is linked to other curriculum areas, allowing children to see the relevance of learning across the subjects. They can make the cross curricular links which enable the children to gain a deeper understanding in the subject. For example, writing about the book 'Escape from Pompeii' in English, strengthens their understanding of the Roman culture whilst learning about the Romans in history.

We plan trips and visits to local areas where children can experience learning history through active participation of different activities that are meaningful to the children.

Children are encouraged to use challenging vocabulary in both their recording and verbal explanations of the events they are learning in history.

Events from the past are placed on timelines, and children are encouraged to make comparisons and talk about which event they feel has made the most impact to the world both then and now.

Teachers are supported and provided with the correct subject knowledge and resources to ensure history meets the high expectations we have at Stanley Grove.

## What History looks like at Stanley Grove?

In EYFS, children begin to make sense of their own life-story and their family's history, understand the terms today, now, before and begin to talk about some similarities and differences between things in the past and now.

In key stage 1, history lessons are interactive and diverse, equipping pupils with knowledge about: changes within living memory; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements and significant historical events; people and places in their own locality.

In key stage 2 history teaches our children the changes in Britain from the Stone Age period to the Industrial Revolution. Children also make comparisons between Ancient Civilizations from Africa, Asia and Europe.

Work in pupil books, lesson drop ins and talking with pupils about their learning in history helps to create a detailed picture of how history is being delivered throughout the school. Displays and photographs of experiences promote history and enthuse learners about the subject.

Ongoing formative assessment takes place for history throughout each unit and summative assessment takes place at the end of each term. A range of key questions are posed to assess the depth of each child's understanding. Children's learning is scaffolded and frequent feedback is given to further deepen understanding.

Upon leaving Stanley Grove, children will have an extensive understanding of how the world has become what it is today based on the historical events they have learned about from the past.



"I have loved making vegetable stew as an Anglo Saxon villager, cooking on a real cauldron was brilliant" Saania 4W.

"The trip to Eyam was amazing, I enjoyed walking around the cottages and reading the names on the plaques outside." Yaseen 2W

Communication

Exploration

Creativity

