



# South Bank Primary School Curriculum Statement

**History**

**2023/2024**

**Subject Leader: Sean Curtis**

## Intent

History has always been held in high regard at South Bank Primary School. The school's own rich history, within the context of the local area, is a celebrated and inspiring feature of the school with the three school teams being named after Rosebury Topping, Eston Nab, Saltburn and the Transport Bridge. The history curriculum at South Bank Primary draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at South Bank Primary is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at South Bank Primary aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Begin 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 of their time.

## Implementation

History is taught in South Bank Primary through topic units that are linked to other subjects throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Lessons are planned to promote higher order thinking and effective questioning is a key feature of lessons. This is used to prompt children's recall and to encourage them to reach conclusions on their own.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of bomb damage to the local area in WWII, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

## **Impact**

Outcomes in topic books, floor books and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular heritage projects provide further relevant and contextual learning, engaging member of the community in children's learning and providing positive role models from the community for children to learn from (including the development of meaningful resources, which are shared nationally to support excellence on the teaching and learning of history).