



HISTORY

INTENT

History has always been held in high regard at Perryfields Primary PRU and our pupils enjoy being curious about the past and experiencing **first hand artefacts, building** and gaining knowledge about **how historians construct historical arguments** using items from the past. We pride ourselves on our **creative learning environment** and classroom displays. The history curriculum at Perryfields makes full use of resources within the immediate and **wider local area** enabling children to develop a **deep understanding** of the 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 Perryfields 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 Perryfields aims to ensure that all pupils:

- Gain a **coherent and substantive 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.
- Have **'fingertip knowledge'** of **individuals and events** from the past embedded in their memory
- **Experience, understand and use specific vocabulary and concepts** from different time periods of history.

At Perryfields we want our pupils to experience a **connection** with and a **hands on approach** to history and aim to feed both their **curiosity** and their **collaboration** with others by providing visual and real life artefacts and exhibitions in an attempt to **bring history to life** making it **relevant and purposeful**.

IMPLEMENTATION

History is taught in throughout the year, and closely **linked** to our overall topic and **class text** so that children achieve **depth** in their learning. Teachers have identified the **key knowledge and skills** of

each topic and consideration has been given to ensure **coverage, sequencing and progression** across topics throughout each year group across the school.

Children will have a **chronological understanding** of 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 Mayans.

Cross curricular outcomes in history are specifically planned for, with **strong links** between the history curriculum and literacy/numeracy lessons **enabling further contextual learning**. The local area is also fully utilised to achieve the **desired outcomes**, with extensive opportunities for **learning outside the classroom embedded** in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how **greater depth** will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to **inclusion**. **Outcomes** of work are monitored to ensure that they reflect a sound understanding of the **key identified knowledge**. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our **local area**.

IMPACT

Pupils work is in their learning log books, evidences a **broad and balanced** history curriculum and demonstrates the children's **acquisition of identified key knowledge**. Emphasis is placed on **analytical thinking and questioning** which helps pupils gain a **coherent knowledge and understanding** of Britain's past and that of the wider world and are **curious** to know more about the past. Through this study, pupils learn to **ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement**. Regular **school trips** and visitors provide further relevant and contextual learning and are used to **engage and enrich**. Pupil's **progress** is systematically recorded and monitored by staff using the **Educater** assessment tool.