**Cambois Primary School**

**History Teaching and Learning Profile**

**Curriculum Intent**

At Cambois Primary School, we believe a high-quality history education should engage and challenge children. History in primary school should inspire pupil’s curiosity about the past and equip pupils to ask questions, think critically and develop perspective and judgement. Children at Cambois Primary School will gain coherent knowledge and understanding of Britain and the wider world. Teaching history will also help our pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between groups, as well as their own identities and challenges over time.History raises and answers questions about the past and the study of the past. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it allows pupils to make sense of the world in which we live. History focuses on real people and real events and it is important that we can find out what has happened through the use of actual evidence. Historical evidence comes from many sources and presented in many ways, which pupils will become familiar with. Through the teaching of history, pupils will develop the concepts of continuity and change which are frequently part of everyday life. Pupils will furthermore gain knowledge and understanding about some of today’s situations when looking at them within a historical context.

**Curriculum Implementation**

At Cambois Primary School we follow a two-year planning cycle which is accompanied by an interleaving curriculum in history. The curriculum is underpinned by our two key drivers, possibilities, and initiative, which develops children’s understanding of the world around them, enriches vocabulary and improves knowledge. Within the Early Years Foundation Stage, history is included as part of Knowledge and Understanding of the world. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The children are encouraged to talk about their families and past and present events in their lives and begin to gain knowledge and understanding through photographs/artefacts, listening to stories and memories of older people, role play activities and sequencing events to gain a sense of time. During Key Stage 1, pupils will focus on developing their awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. During Key Stage 2, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

When teaching history we provide an opportunity to use a variety of data, such as documents, photographs, maps, artefacts, videos, story and we enable them to use ICT in History lessons where this serves to enhance their learning. Children will take part in role play and discussions as well as writing. History will at times be related to topic work or other cross-curricular links and teachers will ensure that links between subjects are maximised. Teachers also will plan specific activities to provide adequate development of skills, knowledge and understanding associated with history. History lends itself to and benefits from a wide range of teaching and learning styles and as a result the delivery of teaching in history will vary, and will include a range of class, group and individual activities, instruction, and guidance as well as the use of questioning and discussion. Teachers will ensure the objectives of lessons are clear to all pupils, and for specific groups support will be provided by teaching assistants who will be well-briefed and able to support these pupils effectively. Teaching in history will address the fact that all children will develop their ability to learn and apply knowledge at different rates and therefore differentiation is a key focus. As a result, planning will be open-ended and will include differentiated tasks set according to the ability of the children.

**Curriculum Impact**

History plays an important part here at Cambois Primary School. All children are able to enjoy and achieve and it is available to every child to take part in activities and make a positive contribution to the life of the school and local community. Activities that are planned, both in and out of the classroom, encourage full and active participation by all children, matched to their knowledge, ability, understanding and previous experiences. Children have equal opportunities to develop their understanding and enjoyment of History regardless of race, gender, and ability. Teachers ensure that activities are equally interesting to boys and girls as well as ensuring the curriculum is appropriate for the needs of all children. The assessment of children’s work is on-going to ensure that the understanding is being achieved and progress is being made to the level of descriptions in the National Curriculum. Feedback is given to the children as soon as possible and marking work will be guided by our school’s marking policy. Teachers' own plans should indicate the focus and assessment opportunities will be identified. This ongoing assessment provides enough information to provide guidance for future teaching and learning. Assessment and evidence can be obtained by direct observation of children at work, questioning pupils, listening to their conversations and by photographing or recording their finished work/products. History work can be evidenced through children’s individual workbooks and through the use of the online platform Seesaw. Additionally, the Early Years Foundation Stage records a lot of practical lessons on Tapestry. This allows the history lead and class teachers to monitor and evaluate the effectiveness of teaching and learning in history, to identify next steps and targets and provide children with the opportunity to share their views on science and discuss their work through pupil voice.