



# Parkside Primary Academy

## History Curriculum

### INTENT

At Parkside Primary Academy, our History curriculum is designed to ignite children's curiosity about the past through an enquiry based approach and hands on experiences. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills. The teaching of history in our school is intended to equip pupils to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. We believe our pupils should be taught to understand how Britain has influenced and been influenced by the wider world. In addition, our curriculum provides opportunities for pupils to explore their own identity, for example, through local history or culturally relevant historical topics. As such, our History curriculum is intended to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

We want children to learn to appreciate the Historical contribution made by many. Therefore, we aim to encourage a positive attitude towards History, which is rooted in our core values of **courage** and **resilience**. The History curriculum is adapted in response to starting points and common barriers in order to meet the needs of all pupils. By using a range of techniques and resources, we can ensure all children, including those with SEND or those from disadvantaged backgrounds, can access their end of year expectations and achieve **excellence**.

Leaders conduct book monitoring, lesson observations, moderation, pupil voice surveys and interviews with the children to discuss their learning and establish the impact. The results of this feed further improvements and adaptations to the curriculum in order to ensure we are providing our children with a world class learning experience which is underpinned by research and will help them to have high **aspirations** for their futures.

### AIMS

At Parkside Primary Academy, our key learning priorities for every child are: principles at the heart of how we interpret the content of the curriculum and what we do:

- High quality teaching and learning experiences which ensure all children are equipped with the qualities and skills to be successful learners
- Instilling values which allow children to be successful, both now and in adult life, so that they participate in making an effective contribute to their communities and society as a whole
- Building cultural capital in all children, regardless of their background, so that they have the knowledge and understanding needed to be successful in the modern society
- Engaging learners in an exciting, challenging and creative approach to learning



- Application of numeracy and literacy skills to continually raise standards
- Making links with the community around us through enterprise and collaborative learning events with parents and the wider community
- Learning from the world around us (using the school grounds and surrounding area as well as regular educational visits and visitors.)

### CURRICULUM COVERAGE AND PROGRESSION

Our whole school curriculum has been developed to ensure that children learn about the world around them and establish life long skills to develop them into well-rounded citizens who are able to contribute to their community and society as a whole.

At Parkside Primary Academy we aim to bring history to life by immersing children in realistic experiences both in school and on exciting educational visits linked to our half termly topic Themes. Through this, children will have a real understanding of their place in history and will understand concepts such as past and present, events which have happened and how historical events connect and shape the world we live in today.

See separate document for coverage [here](#)

### CURRICULUM IMPLEMENTATION

At Parkside Primary Academy, history is taught mainly, although not exclusively, through our whole school themes of **Significant People, Heritage** and **What Can We Learn From The Past**. Historical skills of enquiry are incorporated into these units of work to actively engage children in their learning. The focused and progressive skills used to plan and teach history, ensure that children are accessing work at age related expectations, with regular opportunities to be stretched and further their knowledge, skills and understanding through the incorporation of ambitious and more challenging objectives. Cross curricular links are exploited and teachers make it explicit to children that they are learning the skills of historical enquiry and encourage them to think like 'Historians'.

At Key Stage 1, topics taught include learning about a range of famous people in the past who have contributed to national and international achievements; for example, Queen Elizabeth II and Neil Armstrong. Other topics consist of changes within living memory and events beyond living memory that are significant nationally or globally.



Key Stage 2, The National Curriculum for History outlines that: pupils should continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods and people they study. Significant people are studied as depth studies to enable children to understand how Great Britain has developed into the Nation it is today; examples include Boudica, Emily Davison and Elizabeth I. Children should also be able to understand connections, contrasts and trends over time and develop the appropriate use of historical terms.

We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning. One element in the development of the pupils' communication skills is for pupils to apply their writing skills within an extended written piece linked directly to their history theme. Pupils are encouraged to think like 'historians' and develop their skills including historical enquiry. There is a strong emphasis on developing children's other skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence. This will enable children to understand the process of change over time and significant developments both in Britain and the world.

As a whole school we are focused on further developing the oracy and literacy skills of all of our children, promoting use of the 'language of the expert'. Subject specific words are a planned focus in all history topics and taught explicitly in each lesson.

### ASSESSMENT AND FEEDBACK

Continuous feedback is a core part of how teaching and learning takes place at Parkside Primary. Teachers continuously assess and provide feedback within and over series of lessons. They do this by:

- providing and assessing against LO and SC each lesson (that are linked to EoYE 'I know, I can History progression statements)
- using these assessments to group children or give 1:1 support in the next lesson so that they can all make progress
- Be explicit about where the learning fits into their journey so children understand the purpose of their historical learning
- Explain in clear, succinct language the SC so that pupils can assess themselves and others
- Use the SC to actively mark during the lesson so pupils make instant progress by responding to feedback
- They highlight the LO and SC appropriately so that pupils know what they have achieved and need to work on (see marking and feedback policy)



At Parkside Primary Academy, our curriculum and half termly topics enhances cross curricular links and enables children's deep learning, which allows the linking of ideas to take place. Children's learning and understanding is assessed according to age related expectations which link with the 2014 National Curriculum for history statements. This assessment is both ongoing, to inform future planning, and summative to share with staff, leaders and parents. This ensures that pitch, pace and challenge in lessons is well matched to all children's needs. It also ensures that by the end of each Key Stage, our children are the world's '**Historians of Tomorrow**' and are well prepared for the next phase of their education.

### MONITORING AND BENCHMARKING

History is monitored in a variety of ways at Parkside, in line with the Trust's Benchmarking system. We explore the strengths and areas for development by looking at pupils' books, conducting learning walks, reviewing IRIS videos, evidencing learning environments, monitoring planning, investigating data and most importantly, speaking with the children.

From this extensive monitoring, leaders and governors are able to achieve an overarching view of history in the school. By working alongside staff in this process, we can also pin point areas in which we can develop further or introduce some PD. PD is planned either as a whole staff, for groups of staff or on an individual basis dependent on what is needed. It is the responsibility of SLT to provide or source this training.

### REMOTE LEARNING OFFER

The class teacher will upload work onto Class Dojo between 8.30am - 3pm and will provide feedback during those times. The teacher will decide what materials are most appropriate for the individual child. When a bubble or Phase Pod is in lockdown, remote education in core subjects and wider curriculum will continue. Teachers will model via recorded video (10 to 15 minutes) what is expected in learning for each of these lessons. This should equate to 4 to 5 hours of learning at home. The content they will be teaching will be the same content that they would normally deliver in class.

### REVIEW

This policy will be reviewed annually by the History subject leader with the leadership team, shared with the school community and approved by the Local Governing Body.  
(Next review, January 2024)