



TOOTING PRIMARY SCHOOL

HISTORY

INTENT

At Tooting Primary, we aim for a high quality history curriculum which will inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. In this, pupils will develop a well-rounded knowledge of the past and its events, with the intention to develop every child into a global citizen, as well as strengthening their links with the local community. History at Tooting aims to be ambitious, and motivating in our coverage of historical events and thorough teaching of historical skills. Motivating through engaging activities, trips and visitors that give all students an opportunity to question the past. At Tooting Primary School, we have designed our history curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of history
- Discover links and connections to the history they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time, with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in history may differ
- Draw on similarities and differences within given time frames and across previously taught history
- Enquire into historical themed questions and form their own opinions and interpretation of the past

When covering each of these objectives, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. History is delivered through subject specific teaching, but meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time, and to enjoy and love learning about history by gaining this knowledge and these skills.

IMPLEMENTATION

Curriculum Design

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school, developing not only the knowledge of the pupils, but building on the key historical skills and demonstrating how these can be transferred into other aspects of the curriculum. The teaching, learning and sequencing of the history curriculum:

- In EYFS, history focuses on the world around our children and moves into their living memory and that of their family.
- In KS1, the historical skills will focus on the world around them and their living memory of history before moving to events that go beyond living memory. This will ensure a firm foundation for KS2 History.
- In KS2, the history curriculum is set out in order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.

Development of Historical Skills

The progression of skills is set out in order to build and develop the following: questioning, vocabulary, chronological understanding, identifying contrasts and themes and using sources. Children are taught the sequence of skills and knowledge that are the components to a composite outcome. Lessons will develop long term memory by allowing for repetition of learning within the year, and also year on year.

Inclusion and Diversity

Whole school historical events are celebrated, and an ethos of respect and understanding of other cultures and beliefs is clearly evident throughout the school. At Tooting, we commemorate Remembrance Day annually, and celebrate black history month each year. Diversity is a key aspect of learning in History at Tooting and each year group has a particular focus around diversity.

Educational Visits

Educational visits are another opportunity for history learning outside the classroom. At Tooting, the children have had many opportunities to experience

history on educational visits. The children have explored local museums and had visitors into school to share history learning and have hands-on experiences. Walks and visits in our local community are also planned regularly to further develop our community links.

IMPACT

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. The impact and measure of this is to ensure that children at Tooting are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3, and for life as an adult in the wider world. Our history curriculum is of high quality, well thought out and is planned to facilitate progression. We focus on progression of knowledge and skills, as well as progression of key vocabulary. We measure the impact of our curriculum through the following methods:

- Regular book scrutiny and lesson observations undertaken by the subject lead. This has shown children focusing on the key aspects set out in the progression of skills document using a wide range of historical resources.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Marking of written work in books, and the pupils' responses to this.