



History

<p style="text-align: center;">Intent</p> <p><i>Padiham Green is a Christian School where everyone is valued. We want our children to LOVE, to LEARN and to SHINE on their journey.</i></p>	<p style="text-align: center;">Implementation</p> <p><i>As a school family we set good examples for all our learners. Using gospel values, we guide everyone along the right path.</i></p>	<p style="text-align: center;">Impact</p> <p><i>'Life in all its fullness' (John 10:10)</i></p>
<ul style="list-style-type: none"> • To instil a love of history in our children. • To create an interest in, and curiosity about, the past. • To promote an understanding of the way people lived in the past including their values, beliefs and attitudes and how this compares with our own. • To teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. • To become aware of what is involved in understanding and interpreting the past. • To establish an awareness of the passing of time acquiring a knowledge of chronology. • To develop questioning skills, empathy and an understanding of why people acted the way they did, why events happened and what happened as a result. • To make History an enjoyable learning experience and provide effective support through monitoring and CPD activities. • To ensure a variety of teaching and learning styles are used to enhance learning. 	<ul style="list-style-type: none"> • Knowledge organisers have been developed for each topic which set out the key skills, facts, key questions, vocabulary and experiences which will be covered. • A large time-line is permanently displayed in KS2 resource area to develop the children's understanding of chronology. • Timelines in all classrooms to reflect the times taught. • History topics are organised so that maximum links can be made with other subjects. • Topics are made vibrant by the provision of good quality information books, museum loans and visits or visitors. • We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year. • In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons. • At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic. 	<ul style="list-style-type: none"> • Children will be able to talk enthusiastically about their work in History. • Books will reflect the range of activities covered in each topic. • The children's understanding of the complex nature of history (chronology, finding and interpreting evidence, arguing a point of view etc.) will develop as the children move through school. • Standards in History will be good and will match standards in other subjects such as English. • SLT are kept informed through feedback, subject reports and annual history action plans • Children will have developed the historical knowledge and skills to help them explore and understand how events have shaped our world. • Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians in secondary education.

<ul style="list-style-type: none">• To encourage pupils to handle artefacts giving them opportunities to develop their skills of enquiry, investigation.• To provide cross curricular opportunities to ensure children are using key skills taught in other subjects and link them to geographical enquiry.	<ul style="list-style-type: none">• Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.• Medium term planning for all units will cover key substantive and disciplinary concepts.• Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.• Teachers Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.• Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.• Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the History curriculum.• Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.	<ul style="list-style-type: none">• Evidence of work will show a clear progression of skills across year groups. It will also show a range of topics covered and cross-curricular links.
--	--	--