**Creech St Michael C of E VC Primary School**

**Overview of History**

**“Together we love and learn today, for a brighter tomorrow”**

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| **WHY THIS SUBJECT IS IMPORTANT IN OUR SCHOOL:**  The subject of history enables children to understand how events in the past have influenced our lives today, teaching them to investigate these past events and, by doing so, to develop skills of enquiry.  We believe it is important that children:   * Understand how events in the past, including during their own lives, impact their lives today * Know how the local area has changed over time * Are curious about the life of people who have lived in the past. * Develop a sense of curiosity about how and why things happened, making links or spotting differences between events * Ask and find answers to questions about the past * Develop a progressively deeper understanding of chronology and where periods of history fit together from pre-history to current day * Use historical vocabulary accurately * Interpret historical sources to form opinion or confirm facts about the past * Begin to understand that there can be differences in interpretations of the past. | **TEACHING, LEARNING AND ASSESSMENT**  In EYFS children are taught about key events in their own lives, commemorative events, changes over time, and the language of past, present and future. This is embedded throughout the EYFS curriculum. In KS1 history is organised over a 2 year rolling programme and in KS2 this is a four year rolling programme. This is due to class structure and changeable mixed age classes. These can be found within our rolling programme.  Learning is structured around the 4 big ideas, developed collaboratively with the LA (Everyday life, hierarchy and power, invasion and settlement and legacy). Substantive knowledge is built on through the years within each KS, organised within 6 strands of disciplinary knowledge. Learning is enhanced by offsite visits, visitors and hands on learning opportunities. Learning is  Teachers understand the substantive knowledge they want their children to learn and use this to form key questions across units of learning. These underpin formative and summative assessments during and at end of units. |
| **WHAT IS THE IMPACT?**  By the time children leave our school, they will have a broad base of knowledge and skills, on which they will be able to build. This will be demonstrated within summative assessments. They will have fostered a curiosity and passion to learn more about the past and to pursue their own enquiries. Pupils will ask questions, discuss evidence, demonstrate knowledge and understand that historical periods are interlinked and have affected the way we live out lives today. Pupils will understand the concepts of the big ideas (e.g. monarchy) which underpin the substantive knowledge. |
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