

Learning at River View

History



History teaching at River View Primary School is a vital component of the curriculum. It enables students to understand how the world has developed over time and how community and society have come to be. A major component in developing children's historical knowledge is to embed chronological understanding. Within year groups, we look chronologically through time at the significance of historical figures, civilizations, empires and eras of history that have influenced the formation of our modern world. We develop children's natural excitement and inspire them to find out further information about the origin of mankind and the development of the human race.

The learning opportunities in each year group have been carefully considered to ensure that learning is progressive and that prior learning is built upon. Each year children are taught, explore and analyse two different strands of history. One is a study of an ancient civilisation alongside another topic that follows the chronology of the River View timeline, with a link to the local history where possible. In doing this, over time children build a succinct understanding of the chronology of key events that have led us to our present; this knowledge is secured through revisiting previously taught units and making links to new content. Teaching supports children to form links and opinions, make comparisons and think about contrasting ideas.

Children in the Early Years Foundation Stage learn History through 'Understanding of the World'. Children will begin to explore key terms such as past and present. To ensure this learning is embedded, we help children to recognise these differences by referring back to special events to make links and connections to things we are doing now. They will be supported to talk about and make sense of their own life and family's history. Additionally, they will talk about their family home and homes in the past. Children will read stories about inspirational individuals who have made changes in the past and have influenced life now. To help them with this learning, they will use resources such as old pictures of their families and homes to help.

In KS1 children begin to learn about key events, developments and significant people in history; for example in KS1 they explore the Great Fire of London and compare the lives of the great explorers Christopher Columbus and Neil Armstrong. Where relevant learning is linked to our locality, this makes history relevant to them and enables them to understand the impact of the past on their lives today.

In KS2 children develop their chronological understanding beginning with the earliest civilizations and learning about historical eras throughout time. During their time at River View children develop a firm understanding of different civilizations, empires and key historical figures.

Children have the opportunity to enrich learning through exploring History from different perspectives and making learning real and relative. This is achieved through the use of a range of sources which includes:

- Artefacts
- Imaginative play and drama
- Debating
- Historical sources
- Answering and exploring questions
- Comparing different periods of history
- Educational visits

Knowledge organisers set out the knowledge and skills that children will gain in each area, as well as detailing prior learning, key vocabulary and clear endpoints. Knowledge organisers are used to clarify technical terms and check children's understanding regularly; they are used by children as a working document.

Careful consideration has been given to the organisation of the curriculum to ensure that it is studied in-depth and that natural links across other curriculum areas are exploited. Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- Low stake quizzes
- Responses to questions
- Discussions with children
- Oral responses and observations by the teacher within class
- The development of curiosity and excitement for how our society has developed
- Children can confidently report and explain outcomes both written and orally
- Children are prepared for History in the next stage of their education