



Durham Lane Primary School

Subject Information for the Website

History

Intent

At Durham Lane Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. We aim to maximise the opportunities for every child so that they know more, remember more and understand more. We provide children with a broad and balanced curriculum that encompasses the British Values throughout, ensuring the progressive development of historical concepts, knowledge and skills. By linking learning to a range of cross-curricular topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past, as well as that of the wider world, and to be able to communicate historically.

Implementation

As a school, we aim to create an inquisitive learning environment within classrooms and reinforce an expectation that all children are capable of achieving. The study of history at Durham Lane allows our pupils to question and discover more about their British heritage, as well as the world around them. This allows them to develop a deeper understanding of exactly how our history has led us to where we are now.

Our progression of skills in history starts in the Early Years and ends in Upper Key Stage 2. It progresses through the following areas of skill:

- Chronological understanding
- Range and depth of historical knowledge
- Interpretations of history
- Historical enquiry

History at Durham Lane is taught through our cross-curricular topics on a two-year rolling programme. See below for an outline of history topics taught across Key Stage 1 and Key Stage 2.

Year A

| | Autumn | Spring | Summer |
|---------------|--|---|---------------------------------|
| Early Years | It's Good to be Me! (1) Celebrations (2) | Dinosaurs (2) | |
| Year 1/Year 2 | London's Burning (2) – study of the Great Fire of London | Take One Picture (1) – look at the history of an artist | |
| Year 3/Year 4 | The Vikings (1) | History Rocks (1) – looking at dinosaurs | Captain Cook (1)/Local Area (2) |
| Year 5/Year 6 | | Skara Brae (1 & 2) | |

Year B

| | Autumn | Spring | Summer |
|---------------|--|------------|--|
| Early Years | It's Good to be Me! (1) Celebrations (2) | Space (2) | |
| Year 1/Year 2 | Florence and Mary (2) – study of Florence Nightingale and Mary Seacole's Life | | Locomotion (2) – local study on the development of the railway. |
| Year 3/Year 4 | Ancient Egypt (1) | | Romans & Anglo- Saxons (1) |
| Year 5/Year 6 | Victorians (1 & 2) | Greece (2) | Natural Disasters (1) The Mayan (2) |

We enrich our children's lessons using visits, visitors, collections, artefacts, books and the internet. Children are enthused by visits to places such as Preston Hall Museum, Locomotion Train Museum, Durham University's Oriental Museum, The Captain Cook Birthplace Museum, The Dorman Museum and a service for Remembrance at the Garden of Remembrance in Stockton.

Children are given the opportunity to create a 'Museum in the Classroom'. Creating a school exhibition about local history brings a real sense of meaning to learning about the past, as well as providing opportunity for cross curricular learning. Working in collaboration with Tees Valley Museums allows children to understand the important role museums and other sources play in understanding our local history.

We aim to encourage the children to become successful historians by developing:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- A respect for historical evidence and the ability to make critical use of it to support learning;
- The ability to use historical evidence, from a range of sources, to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A sense of curiosity about the past and how and why people interpret the past in different ways.

Each class has a timeline which is added to each year and follows the children into the next year group. The timeline is referred to throughout topics to help children know more, remember more and understand more. Each child also has a Remember Book where they keep a record of knowledge organisers for each topic. Knowledge organisers highlight the key concepts which we would like all children to have learnt by the end of the topic. The children's Remember Books follow them through school and can be used to refer to previous topics and see links between learning in different year groups.

Impact

The impact of our history curriculum is measured by comparing what children knew at the start of the topic to what they know at the end. We assess using a range of methods, such as Thinking Skills

activities, KWL grids or mind maps. After the topic has been taught, we ask children to add what they have now learnt using a different coloured pen. This allows us to see how much the children have remembered and how much progress they have made. In lessons, children are continuously questioned on their current and previous learning. We encourage children to question each other and discuss their knowledge throughout and after topics have been taught.