

Why you teach it - your purpose of study

At Audlem, we want all our pupils to have the opportunity to develop their curiosity about the past. We want them to know that history is not only about facts and dates but we want to encourage them to become detectives who explore the past in an exciting way. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops. All of these will bring the children as close as possible to the past. We teach that history can provide us with insight into our cultures of origin as well as cultures with which we might be less familiar, thereby increasing cross-cultural awareness and understanding, as well as cultural capital within their own homeland and abroad.

DESIGN

What you teach - your programme(s) of study

We believe that high-quality, hand on history lessons will inspire children to think innovatively and develop their natural curiosity. Our history curriculum encourages children to develop a coherent knowledge and understanding of Britain's past and that of the wider world.

Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In history, children are expected to be reflective about their thinking. This should be made meaningful and as real as possible throughout the process, with evidence of age-related verbal and written reflection.

History at Audlem is developed to equip pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgment – observing history through both an analytical and ethical lens. The pupils will gain knowledge of Britain's past, and our place in the world in order to help them understand the challenges of our own time.

They will learn about specific people and events in history as well as developing a chronology of Britain's history both ancient and recent.

DELIVERY

How you teach it - your delivery of the above

- Topic based lessons are taught at least once a week and also often as part of cross-curricular lessons.
- The core golden thread of skills have been identified and focused upon as part of the recovery curriculum and beyond (chronology, comparison, examining evidence/reliability)
- The core golden thread of knowledge has also been identified (Golden Thread Concepts) and together with the key skills will form the basis of history lesson plans:

Key Skills:

1. Chronology
2. Comparison
3. Causation
4. Examining Evidence/Reliability.

Key Knowledge:

1. Invasion
2. Leaders
3. Communication
4. Religion
5. Innovation (e.g. farming)

- In a similar vein, each class considers the Top 5 facts that they want the children know by the end of the topic based on the Key Knowledge (or Golden Thread Concepts)
- In many classes, class books related to the history topic are used as additional hooks
- In many classes, topic-related reading forms part of the Guided Reading carousel in order to promote additional book-based independent research.
- Computers are available for historical research as well as interactive/downloadable online resources.
- Some artefacts are available in school though many of these are personal belongings of teachers.
- History is detailed extensively throughout our curriculum map and links to the NC objectives - at Audlem, we currently teach history through extended studies of: Local history, Great Fires, Inventions, Transport, the Stone Age (Mesolithic & Neolithic), the Ancient Egyptians, the Victorians, Roman Britain, the Ancient Greeks, WW1, Anglo-Saxons/Vikings, WW2, and the Mayans.
- LOTC / Forest Schools implemented to give children hands-on historical experiences through role-play and artefacts.
- Progression of knowledge and skills monitored by History leader through assessment grids and red files.
- Links to Core and other foundation subjects are sought
- Opportunities are planned for knowledge to be revisited (both from current and previous years) to embed this.
- Trips are generally booked with history in mind – e.g. Roman Chester, Anglo-Saxon & Viking experience, Steam Railway,

Victorian Mill.

- Teachers show a high-level of subject knowledge in history and seek advice/research when gaps identified.
- Creative, engaging, motivating, stimulating lessons incorporating the arts and outside learning as appropriate.

ACHIEVEMENT

So what - your evaluations of the above

Our history curriculum is high quality, well thought-out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; assessment of the skills and knowledge with our progressive statements documents and pupil discussions about their learning.

In addition, Ofsted highly commended the implementation and leadership of History at Audlem during our inspection in 2023.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



Developing

Secure

Embedded

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
- Children are aware of the differences between History and Geography as opposed to 'topic' – particularly KS2. - History forms the basis of a culture throughout the school where the chn think of the other years in terms of their history topics and look forward to particular ones. - Historical Heroes day was a resounding success and the children really engaged with the day and the spirit behind it. - Golden thread of skills evident through progression of skills – seen first-hand through SL teaching in other classes. - Pupil voice surveys and interviews: Children across the school agree that History is 'interesting' with many describing it as 'fun' and 'exciting' - The rearrangement of history topics so that these follow a chronological order and aid sticky knowledge. - To return to enriching the curriculum through the safe use of external visitors (both within the community and from further afield); experts;	- Ofsted curriculum development – continue to plan for substantive knowledge through Top 5 facts including challenging vocabulary which is taught explicitly. - Change books from scrapbook format to lined in order to encourage in-depth writing on humanities-based subjects. - Create opportunities for virtual visits and handling of artefacts using VR headgear; loaned artefacts; links to history departments through the Cornovii Trust; and more opportunities for learning outside the classroom (Trip to York in 2026). - To further implement the golden thread of knowledge through planning in all classes, as mentioned in the Implementation section, through the Key Concepts (which will be used visibly in classrooms for the sake of metacognition).	- Reworking of the curriculum order to better fit with the rest of the curriculum, and to switch Year 5's rivers and canals topic to South America which can incorporate these elements instead; Year 4 to have Romans and Mountains/Volcanos in Spring then Ancient Greece in the Summer with Earth and Air. (Roman Chester in Spring and no need for Carding Mill Valley in the Summer) - Chn should be taught to explain the difference between knowledge, skills and disciplinary history. This will also be demonstrated specifically with a written article discussing a key historical question like a historian would e.g. 'Are we Anglo-Saxons?', 'Did WW1 cause WW2?' - Moving towards incorporating an extended study on a theme and to develop Egyptians to incorporate Sumerians and Indus Valley. - Bring in 'disciplinary' history through media coverage/roleplay/fieldwork/trips. - Differentiation to address additional needs identified to be added to medium term plans -

class trips to areas of historical significance; - Stratford residential had a cross-curricular history aspect for the benefits of the children's cultural capital. - Rearranged the curriculum where links with geography can be made e.g. Romans and volcanoes in Year 4 (whilst keeping a demarcation between the two subjects).		
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** The table above should list the actions you have taken, or plan to take, to develop the subject further i.e. a summary of your action plan.*