

Subject on a Page for History



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 bookbased 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.

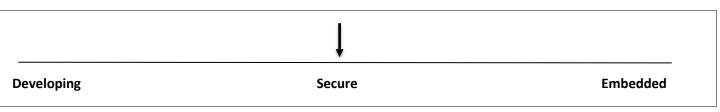
ACHIEVEMENT

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:



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

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

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.