



# Priestley Primary School

## History at Priestley

Summer 2020



### Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

### Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

### Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to express themselves and lead to an appreciation of events from the past.

### Teaching & Learning

As a School, for this subject, we use an external language teacher, an in-school language teacher and a variety of resources which provides a broad and exciting framework. Using the four developmental stages of the Cornerstones scheme which we follow for all other Topic based subjects, children will be able to: -

- ✓ **Engage** actively with their own learning through the provision of exciting hooks.
- ✓ **Develop** the necessary, age appropriate skills in History.
- ✓ **Innovate** their own ideas in the light of their previous experiences and learning.
- ✓ **Express** knowledge and skills effectively in a variety of ways.

#### EYFS:

- ✓ To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- ✓ To talk about some of the things they have observed, such as plants, animals, natural and found objects.
- ✓ To talk about why things happen and how things work.
- ✓ To develop an understanding of growth, decay and changes over time.

#### KS1:

- ✓ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ✓ events beyond living memory that are significant nationally or globally
- ✓ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- ✓ significant historical events, people and places in their own locality.

#### KS2:

- ✓ Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.

- ✓ Pupils should be taught about the Roman empire and its impact on Britain.
- ✓ Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.
- ✓ Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- ✓ Pupils should be taught about an aspect of local history.
- ✓ Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- ✓ Pupils should be taught about the achievements of the earliest civilizations
- ✓ Pupils should be taught a study of Greek life and achievements and their influence on the western world.

## **Planning**

### **KS1 and KS2:**

- ✓ Planning will be recorded using the topic plan using the curriculum and cornerstones as support.
- ✓ Planning will work through the Intended Curriculum Learning Intentions unit by unit.

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned, where appropriate, to cater for the learning needs of the individual student. To provide for this basic entitlement, pupils in the same group have learning opportunities matched to their needs with teaching taking into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Mixed ability teaching implies that all abilities must be catered for when planning a lesson.

- ✓ Differentiation of Resources
- ✓ Differentiation by Task
- ✓ Differentiation by Support
- ✓ Differentiation by Response/Outcome

## **Resources**

Within school, we have a selection of references. We also use the Wiltshire library service for additional books and artefacts.

## **Marking & Feedback**

Feedback is given verbally during the speaking and listening and reading processes. Written work, for example sentences and short conversations, will be marked with a positive comment in green. Next steps will be recorded in blue, as appropriate. Next steps will be necessary if the topic being taught follows a series of sessions that are linked together.

## **Assessment**

Assessment for Learning will take place in the sessions. Summative assessment will take place twice a year (Term 4 and 6) and be recorded on the Cornerstones tracker. Pupil conferencing will take place (terms 2, 4 and 6) to identify the child's perspective of their learning and progress.

## **EYFS / KS1/KS2**

In EYFS, they will be working towards the early learning goal. Children will be able to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

In KS1 and KS2, they will be working towards the national curriculum outcomes. This will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**(Taken from the National Curriculum.)**

## **Equal Opportunities**

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley school, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

## **Safeguarding Statement**

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

## **Review**

**ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES**

**Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.**

**To be reviewed – September 2021**