



History Intention statement

Intent

At Creswell Nursery and Infant School, History has a clear learning journey across the whole school. Our pupils learn about the history of their local environment, community and the wider world. In our school, History is taught through a Topic based approach to encourage development of both enquiry skills and historical knowledge. We develop children to become independent and evaluative thinkers who have empathy for how others lived as it is about real people and events. The history of Britain and that of the wider world influences all of our lives; it shapes the customs and beliefs of the communities to which we belong. Within our curriculum Children will have the opportunity to ask questions, conduct their own research and work collaboratively and through the use of visitors, trips and other experiences. We feel that History is a subject that is accessible to all learners, regardless of individual starting points.

Implementation

At Creswell Nursery and Infant School History is taught as an enquiry approach including many cross-curricular links. In each year, three of the topics focus primarily on History. The children will answer an overarching enquiry question throughout the learning journey through a combination of approaches. This encourages the children not only to become more independent learners, taking responsibility for their own learning but also to promote enquiry and questioning which is essential as part of the History curriculum. The children are encouraged to ask questions and develop their own lines of enquiry, using research skills to facilitate this. We approach learning creatively and understand that there is more than one way to achieve an objective or accomplish a task, in order to make lessons more engaging and accessible to all.

The sequence of learning across the school follows the recommended curriculum guidance ensuring that our learning journey builds on their prior knowledge using progressive key skills and prepares the children for their move up the school. We follow a skills progression grid in order to ensure curriculum coverage and develop the children's key historical skills and understanding throughout the school. High

quality, up-to-date resources are used to support learning including books, historical maps, photographs, internet and artefacts.

Children work towards completing a quality outcome at the end of the learning journey to demonstrate their learning. This approach encourages collaborative learning and develops communication skills and resilience. The subject leader will support other teaching staff by implementing staff training. These will focus on areas identified as needed based on the results of a staff confidence survey, book monitoring and learning walks.

Our school has a clear focus on the development of speech and language. We have implemented tiered vocabulary development throughout the curriculum and use working walls, visual prompts and pre-teach vocabulary as and when needed. This helps children to make links and develop their speaking and listening, as well as their writing across the curriculum.

Impact

At Creswell Nursery and Infant School we can judge the success of our History curriculum in the following ways:

- Lesson observations will show that all children are motivated and engaged and can access the tasks. Children will take ownership of their learning by raising questions and conducting their own research.
- Book scrutiny will show pupil's learning to be of a high standard and will evidence that all children have made progress from their individual starting points, in line with the History skills progression documents used throughout the school.
- Subject schemes of work
- Through pupil conferencing, pupils will be able to articulate what they have learnt, which skills they have used and which aspects of the project they have enjoyed. The conversations with children will also highlight their "sticky knowledge"