

History @ Granby Juniors:

History at Granby Junior School aims to stimulate children's intellectual curiosity, interest, critical thinking and understanding of the past. Here at Granby, we recognise the important role that History plays in preparing our children with a lifetime of knowledge, developing the understanding of how to be a good and responsible citizen as well as change and societal development in a context comprehensible to them.

Our objectives are to provide an inclusive curriculum which represents our school community, giving all our pupils the understanding of their place in our world as well as preparing students for their next phase of education. At Granby, we aim for History to improve pupil's cultural capital, understanding of the world and the perception of their heritage.



'Golden Nuggets'

We would like our pupils to:



- Develop an understanding of history in its chronological order.
- Increase understanding of how history has shaped the world.
- To be able to discuss and compare time periods to increase understanding.
- To ask historically valid questions to enhance their own learning.

Inclusion:

When teaching pupils with SEND class organisation, teaching materials, teaching style, and adaptive teaching are all provided. This ensures we can take some additional or different action to enable the child to learn more effectively. This could include incorporating activities that have the same historical objective but removing the barrier. E.g., the use of artefacts instead of written evidence. This allows the child's historical knowledge to be assessed rather than their reading ability. The use of paired work, small group support and class scaffolding/ open ended questions I also used to enhance the child's learning experience.

Safeguarding

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, these are planned and undertaken with risk assessments completed accordingly and consideration given to adaptations that can be made for children. Artefacts will be cleaned and ensured they are safe for the children to handle with consideration to where they have come from, and the materials used e.g. asbestos in gas masks.

The use of ICT for research should also be considered and children should be taught about reliable websites to use that are safe and historically accurate.

Content and Sequencing: Across KS2, children apply and develop a broad range of knowledge that is built upon as they progress throughout the years.

Content is arranged using two key timeline periods: ancient civilizations and British history. These two timelines work alongside each other to give children the understanding of how time events link with each other.

British History- Stone age Britain, Bronze age and Iron age, Roman Britain (y3), Anglo Saxon, Scots, and Viking Britain (y4), Local history with links medieval history (Henry III - 1252) and attended by the Tudors also (y5), Victorians, Britain at War (y6)

Ancient Civilizations- Ancient Sumer (y4), Ancient Greeks and Egyptians (y5) and Ancient Maya (y6)



Planning

We use the national scheme of work for history, followed through the key statements within the national curriculum. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and progress their skills with increasing challenge as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term and forms part of our whole school curriculum overview. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use each topic area to give detail of each unit of work for each term. In doing so, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

Progress/Assessment

Time periods are organized chronologically so that children have the best opportunity of understanding the links between the different time periods.

Effective questioning and historical vocabulary is modelled to the children to enhanced their learning experience and encourage them to deepen their knowledge.

Feedback sheets are used to continuously assess children to provide challenges and to address misconceptions and need for intervention.

Progress in history is reported the parents at the end of the year with expectations being assessed as working towards, at expected standards or greater depth standards.

Support for staff:

- History lead – Connor Staincliffe
- Erewash Museum
- Paul Miller- History society

Outdoor Learning:

Outdoor learning experiences are embedded within our curriculum in order to ensure children are provided with rich opportunities. This includes:

- School trips to historical venues
- Walks around the local area to develop local history

Links to other curriculum areas:

- Mapping across time (geography)
- Using sources (reading)
- Beliefs in time periods (RE)
- Using art to understand a time (Art)
- Using different historical eras to inspire writing (English)