



## **History at Condover CE Primary School**

### **Intent**

The history curriculum at Condover has been developed with the help of pupil voice. We used this as an indicator of strengths and weakness in pupils' historical knowledge and developed the three yearly projects around this. Living in such a rich historical area, we want to develop the pupils' local history knowledge and encourage them to appreciate the rich history of their locality. This is evident in our projects: 'Condover/Dorrington', 'Castles', 'Evolution' and 'Industrial Revolution' in Cycle 1 and 'Shrewsbury/Dorrington', 'Evolution' and Industrial Revolution in Cycle 3.

Projects are chosen in line with the 2014 National Curriculum objectives and the revised statutory framework for the early years foundation stage and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning. In line with the national curriculum, our curriculum aims to ensure that all pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, learn how to think critically and evaluate arguments and learn about the complexity of people's lives.

### **Implementation**

History is taught in each project throughout the year- with history being the lead subject in one of the three projects. The History co-ordinator has identified key questions to drive learning in each project. Projects are not taught in chronological order but timelines are used to develop pupils' understanding of chronology. Knowledge organisers and project walls are used in classrooms to allow children to become more independent learners. Quizzes are used in lessons to review key knowledge and make links to previous learning.

The local area is also used to help develop pupils' knowledge and appreciation of local history. Planning is informed by and aligned with the National Curriculum and statutory framework for the early years foundation stage. Teachers refer to the key questions when planning and these are included in the pre and post assessment in for each project. We are developing the use of sources when teaching; allowing children to see how we understand the past and the bias and subjectivity this can present. Book scrutinies and

pupil interviews are conducted to see how history is taught and how previous knowledge is built upon between years.

Each classroom has a timeline of key periods and events in British and worldwide history. Project walls display key knowledge which children can refer to during lessons.

An emphasis is placed on analytical thinking and questioning which helps pupils to develop their own curiosity of Britain's past and that of the wider world. Through this, pupils learn to evaluate sources and make their own judgments about how reliable a source is and whether it shows bias.

### **Impact**

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time-periods and their own lives. Additionally, children learn about worldwide history from different periods covering a range of cultures.

Co-ordinator Hannah Mainwaring