



History subject intent:

- To inspire children's curiosity about the past.
- For children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- To encourage children to ask perceptive questions, examine evidence, understand change and develop perspective.

How we support the needs of *our* children through teaching History:

- **Experiential learning** – Through trips, visits from experts and other experiences such as drama workshops, children will experience what life was like in different time periods. Historical learning experiences happen at least once a year in all year groups as well as through additional whole school events and assemblies.
- **Social skills** – Children will learn how to formulate a question and take part in discussions with their peers.
- **Self-esteem** - Children will be taught that all opinions are valid and that their voice matters.
- **Resilience** - Children will have opportunities to express their learning in different ways.
- **Cultural understanding** – The scope of the history curriculum will allow children to learn about other cultures and to gain a wider knowledge of historical context.
- **General knowledge** – We will teach children knowledge about a range of historical subjects, both British and outside Britain. The progression document shows how knowledge and vocabulary builds over time.
- **Oracy skills** – We will teach children to listen to and build on others' ideas through structured discussions.

How do we teach History at Nova Primary?

We follow an enquiry approach to teaching history to help us develop children's curiosity about the past. We use the National Curriculum to structure our Line of Enquiry topics. The children are encouraged to form and answer questions about their learning, gain knowledge and vocabulary, investigate evidence, compare and contrast periods of history and understand change.

Each year group will cover at least two aspects of history. In Key Stage One this looks at a variety of topics, both local and in other parts of Britain. In Key Stage Two, the topics are broadly chronological, with topics from within Britain and outside Britain.

All children from Year 1 have Line of Enquiry books where they record their individual learning. High expectations of presentation should be seen in all line of enquiry books, including appropriate spelling, vocabulary and handwriting for children when recording their historical learning.

Each class also has a line of enquiry floorbook (which follows them through the school) which records evidence of collective learning e.g. visitors, visits, and discussion.