



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.
- To develop a 'big-picture' historical curriculum where children learn about different ethnic communities, genders, classes, together with other facets of diversity such as localities, religious perspectives, disability etc.
- To shape children's understanding of the world in the EYFS curriculum.

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 Enquiries so children explore the answers to big questions such as 'Who were the Romans and what was their legacy on Britain?'. 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.

Example of our enquiry process:

Children are posed with real questions → Children gather information → Children select information they need to answer question → Children communicate the findings. Vocabulary is explored and learned throughout the journey to help children comprehend and express their learning.

e.g. How did humans survive in the Stone Age? □ Children examine a range of Stone Age artefacts -□ Children discover and describe what the artefact was used for □ Children conclude how this would have helped the Stone Age people to survive.

Children have opportunities to reflect and make links with their prior history learning, making comparisons and establishing a clear line of chronology.

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.

How do we assess History at Nova Primary?

Assessment of knowledge:

At Nova, pupil's historical knowledge, skills and understanding is assessed through formative assessments, summative assessments and pupil reflection.

Formative assessments show what children know and enables teachers to identify gaps and misconceptions to inform future learning opportunities. In practice, formative assessments may include mini-quizzes, 'four from before' recaps and knowledge tree reviews.

Summative Assessments show what children have learnt within a history unit of teaching and also enables teachers to identify gaps and misconceptions to inform future learning opportunities. In practice, formative assessments may include end of unit quizzes.

Pupil reflections allow children to reflect what they have learned as historians. In practice, this may include the 'state of being' character used to guide children's personal reflections on their engagement in the historical enquiry process.