



History

"I loved learning about the Roman Soldiers because they took over Britain and ruled everything!"

*We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world
to love and to serve.*

CURRICULUM STATEMENT

Our intention is to enable all children at Goring Church of England Primary School to:

- develop a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements
- have a passion for history and an enthusiastic engagement with learning which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- gain a desire to embrace challenging activities including opportunities to undertake high-quality research across a range of history topics
- acquire an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes
- develop the ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry
- have the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.



HISTORY CURRICULUM

At Goring Church of England Primary School, the history curriculum is taught through timetabled lessons across all key stages, using a spiral curriculum approach (a course of study in which pupils will see the same concepts throughout their school career, with each encounter increasing in complexity and reinforcing previous learning). There are four threshold concepts that are taught across the subject:

- **Investigate and interpret the past**—This concept involves understanding that our perception of the past comes from an interpretation of the available evidence.
- **Build an overview of world history**—This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.
- **Understand Chronology**—This concept involves an understanding of how to chart the passing of time and how some aspects of history studies were happening at similar times in different places.
- **Communicate historically**—This concept involves using historical vocabulary and techniques to convey information about the past.

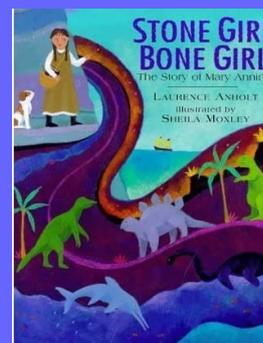
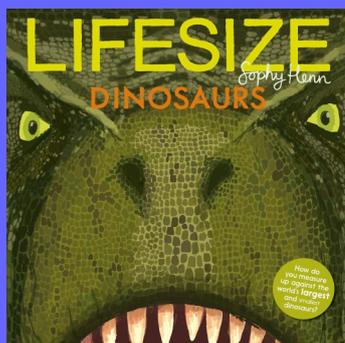
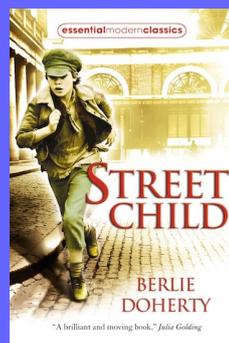
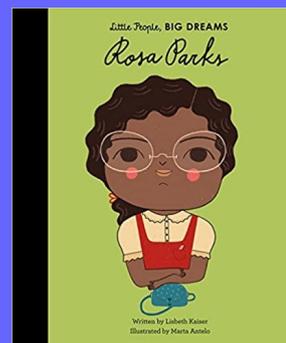
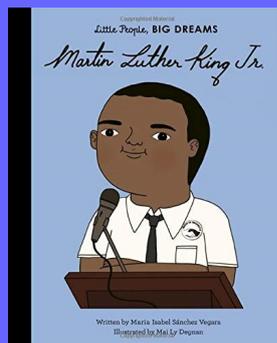
As pupils progress through the school, they develop skills that enable them to understand these three concepts in more and more depth.



USING CHILDREN'S LITERATURE IN THE CLASSROOM

A range of rich and varied songs, rhymes and stories are used to supplement the history curriculum. These texts expose the children to stories that demonstrate what life was like in other periods in time, and teach them about historic events and people. These books help pupils to make links with the past.

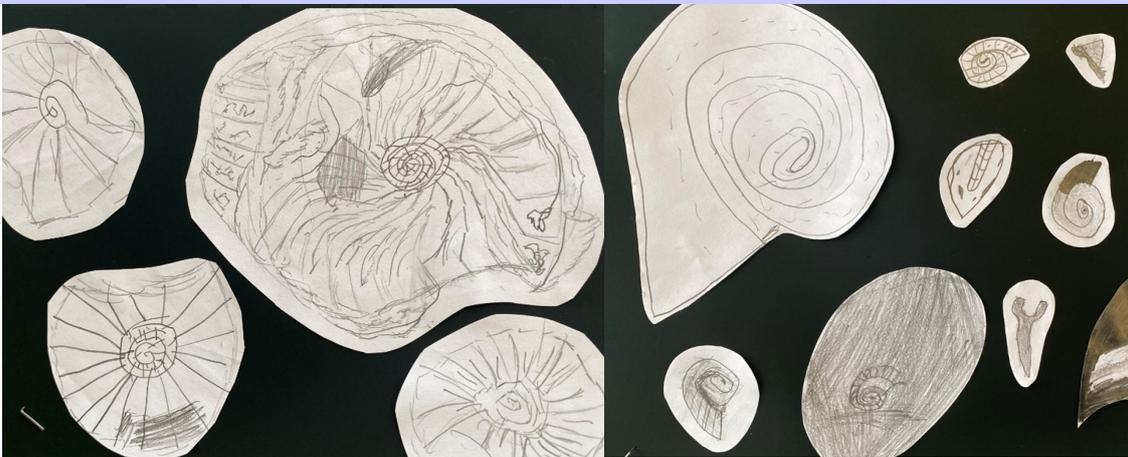
STORIES THAT SUPPLEMENT THE HISTORY CURRICULUM



WHAT DOES HISTORY LOOK LIKE IN THE CLASSROOM?

A range of teaching strategies are used within history lessons. Activities are planned according to the different levels of children's skills and previous knowledge. Activities and tasks may include:

- whole-class or small-group discussions
- imaginative writing
- reflection activities
- role-play and drama
- games, story-telling and interpretation tasks
- watching relevant video-clips and using technology to do research
- having special visitors, school trips and workshops where appropriate.



Outside of history lessons, other activities will consolidate or develop their learning further, for instance:

- applying the knowledge or skills learned in other areas of the curriculum such as Art, English, Computing or PSHE
- creating presentations to perform in front of others
- using the knowledge they have gained to help them take part in pupil groups such as the School Council or the Eco Team.

ENRICHMENT OPPORTUNITIES

Visits from carefully chosen speakers, charities and groups support and compliment aspects of the History curriculum. Educational trips are undertaken to further enrich the curriculum as well as provide opportunities for children to have educational experiences outside of the classroom.



CONTRIBUTING TO THE WIDER WORLD

Through learning about history, pupils can be helped to make sense of the world they live in and their place in it. They learn to compare their lives to those of people who lived in the past and gain a different perspective on the world they live in today. History teaching helps pupils to understand how society can change and develop. It provides them with the opportunity to examine events, artefacts and historical periods in great detail and offers them the opportunity to question and understand. Furthermore, studying history helps pupils understand how events in the past made things the way they are today. Learning about history develops pupils' compassion, understanding and empathy with those who have lived before us.

ASSESSMENT, MONITORING & MEASURING IMPACT

MARKING AND FEEDBACK

Children are given regular and meaningful written and verbal feedback. When written feedback is given, children are given time to respond so that they are clear about their next steps.

ASSESSMENT FOR LEARNING OPPORTUNITIES

Teachers make use of differentiated questioning and mini- and end-of-lesson plenaries to provide informal assessment opportunities throughout lessons to gauge individual and whole-class understanding.

BOOK MONITORING

The history co-ordinator looks at history books regularly to ensure the curriculum is taught consistently across the school. Feedback is given to the teaching staff during staff meetings.



DEEP DIVES

The history co-ordinator completes regular deep dives. These provide the opportunity to observe lessons, talk to children, review planning and teaching and review strengths and areas for improvement across the school. After each deep dive, a report is written and shared with staff and governors. Any actions that are required are then implemented in a timely fashion.

LO: Using historical sources to find out about the past

The Life of Olaudah Equiano

When do historians believe Olaudah was born? 1745

Why don't we know the exact date he was born?

There are no records of his exact birth as it was so long ago

Where was Olaudah when he was kidnapped? Nigeria

How old was he when he was kidnapped? eleven

Who was with him when he was kidnapped?

His sister



Olaudah Equiano

Olaudah's Travels:

Olaudah's travels began when ^{he was bought} Michael Bay Henry Pascal. Olaudah's name was changed by Pascal to Gustavus Vassa. During his travels he learnt to read and write.

A Free Man:

After Olaudah bought his freedom, he travelled to England. He joined the 'Sons of Africa' a group that believed in abolishing slavery and helping black people get an education.

Autobiography:

Olaudah released his book 'The Interesting Narrative of the Life of Olaudah Equiano; or Gustavus Vassa, the African, Written by Himself', in 1789. It was one of the first books written by a black person. He became very wealthy and well-respected.

Extra facts: He was later bought by Robert King, and was forced as a barber and deckhand.