



# EUXTON PRIMROSE HILL

Primary School

*"Together we will make a difference."*

## **Subject Leader Report – History**

**History Leader: Lloyd Davies**

### **Subject Overview:**

The aim of History teaching at Primrose Hill School is to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We find that history leads our children to ask questions, research evidence, draw conclusions and communicate findings. Furthermore, History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Fundamental Great British Values:**

At Primrose Hill, we understand our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We understand how History has an underpinning link to British values. For example, showing the need for **democracy** when looking at modern and ancient societies for them to be successful. The examples of **tolerance** and lack of **tolerance** shown in wars and conflicts of the past. The need for **laws** to help build great ancient civilizations and the importance of mutual respect between communities for them to successfully co-exist.



Year 4 'Evacuation Day'

### **Planning:**

At Primrose Hill, History is taught through a thematic approach. Our curriculum is carefully planned to engage and excite all our learners. Our long term and medium-term plans map out the History themes covered each half term for each key stage. These plans define what we will teach to ensure an appropriate balance and distribution of work across each term. History objectives have been carefully linked to these themes to make the learning relevant and interesting within a realistic context. Additionally, planning and teaching in History is fully inclusive ensuring that all children can access the History curriculum at their level. Cross-curricular links are emphasised enabling the children to apply their historical skills and knowledge in other areas of the curriculum for example English (use of historical language, Mathematics (recording and reading of charts and graphs), Geography (journeys historical people have taken); Drama (hot seating and freeze frames); and Computing (researching using the internet).

### **Assessment:**

Ongoing assessment and review of children's development in History underpins next steps in teaching and learning. Assessment is based on questioning and verbal discussion as well as recorded work. Feedback and marking of work is guided by the school marking policy and moderation takes place across year groups as well as key stages ensuring that children's outcomes are accurate and comparable. Teachers complete end of unit assessments to review progress

and if there are gaps in progress of misconceptions in learning, refocused teaching will be implemented in further topics to overcome barriers to learning and to secure progress. The Subject Leader carefully compares year on year progress, by analysing annual attainment data. Gaps or dips in attainment within a year group will be identified and acted upon accordingly. Parents are informed of their child's attainment and encouraged to see the opportunities to extend historical learning outside of school.

**Collecting evidence:**

Evidence of progress and attainment in History at Primrose Hill is continuously collated and includes a plethora of evidence including: planning reviews, book scrutiny, pupil teacher discussions and subject leader discussions with other teachers. During Governor week, Governors are provided with the History Subject Leader update, have access to the History Subject Leader folder and have the opportunity to observe History teaching in the classroom.

**Enrichment opportunities:**

The History curriculum is widely enriched through artefacts, resources, trips and visits including:

<b>Enrichment</b>	<b>Further Information</b>
Y6 – Manchester Museum - Egyptians	Pupils handled Egyptian artefacts to find out more about life in Egyptian times.
Y6 Reading Group to Lowry – The War Horse	Pupils developed their understanding of events of the war.
Y5 – Salmesbury Hall - Tudors	Pupils met a 'real-life Henry 8 <sup>th</sup> ' and found out about life in the Tudor times.
Y5- Meet the Greeks- Greeks	Pupils met an 'An Ancient Greek Time Traveller' they had the opportunity to handle sources and learn about life in Ancient Greece.
Y4 – Mere Tun - Vikings	Pupils engaged in first hand activities for example foraging, weapon making and cooking to develop their understanding of the life of a Viking.
Y4- Evacuation Evening/Sleep over –WW2	Pupils dressed as evacuees and experienced what it was like for a child to be evacuated during WW2.
Y3 – Chester Grosvenor Museum – Romans	Pupils dressed as Roman soldiers and handled Roman artefacts to experience the life of a Roman.
Y2 - Jeff Rich drumming workshop – Music	Pupils experienced music from the 60s/70s and compared to music of today.
Y1 – Harris Museum – Toys	Pupils played with a range of toys from the Victorian era and compared to contemporary toys.
Y1 Houghton Tower Trip – Castles	Pupils visited a place of local interest to develop their understanding of castles.

Additionally, with the introduction of the newly purchased virtual reality technology, children will have further opportunities to enrich their understanding of historical events and eras in the past. Through the use of Pobble School, evidence of children's growing historical language skills are shared and published e.g. 'Time Traveller'.



Y6 – Manchester Museum - Egyptians



Y4 – Mere Tun – Vikings



Y5 – Salmesbury Hall – Tudors



Y3 – Chester Grosvenor Museum – Romans

**Targets:**

Deliver History lesson with KS1 and KS2 colleague	<ul style="list-style-type: none"> <li>To review planning of a lesson with a colleague.</li> <li>To work alongside a colleague to deliver a lesson.</li> <li>To review and discuss lesson with colleague.</li> <li>To review lesson with pupils.</li> </ul>
Collect evidence across KS1 and KS2 showing breadth of learning	<ul style="list-style-type: none"> <li>To collect written evidence of involvement and attainment in history.</li> <li>To collect physical examples of evidence e.g. photographs, pictures, paintings, videos as evidence of involvement and attainment in history.</li> <li>To moderate attainment within year groups and across key stages.</li> <li>To compare evidence with schools with local schools.</li> </ul>
Use VR headsets to extend children's historical learning.	<ul style="list-style-type: none"> <li>To ensure VR headsets have relevant history sources uploaded for each topic.</li> <li>To liaise with computing subject lead on how best to use resource.</li> <li>To ensure children have opportunity to use VR headsets to extend their historical feedback.</li> <li>To review children's experiences of these lessons.</li> </ul>

**Staff training:**

SL CPD	<ul style="list-style-type: none"> <li>• 2x Subject Leader Development Training – ideas shared and integrated into provision at school</li> </ul>
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**Future Targets:**

Undertake the History Quality Mark

- Facilitate History cluster meetings with local schools
- Deliver/coordinate History CPD for staff as appropriate

