

Subject intent Our history curriculum will secure a positive attitude towards the subject whilst securing age-appropriate knowledge and skills. Our approach will ensure that children have access to a rich, high-quality history education; gain a coherent knowledge and understanding of Britain’s past and that of the wider world; have their curiosity inspired to know more about the past and are equipped to ask perceptive questions and think critically.

If you were to walk into a history lesson at The Raleigh you would see: children fully engaged in learning about a significant individual or event with clear and concise learning objectives. Displays in the classroom always show a wide range of work produced by the children in their lessons such as writing, art, photographs of school visits.

<p>Successes in 2022-2023 Children learn history as a result of adapted planning and questioning, taking account of metacognition and cognitive load.</p> <p>Celebration of King Charles III coronation as a school community.</p> <p>Review of the history curriculum and introduction of new units of work with the focus on revisit key themes and concept that can both broaden and deepen children’s historical knowledge.</p>	<p>Pupil Premium, British Values, challenge and SEND (implementation) British Values : democracy – encouraging children to take into account the views and opinions of others and reflect on changes in British Values over time.</p> <p>School trips often focus on history units and are opportunities for all children to visit museums or experience workshops. All are inclusive with funding used to support disadvantaged families where needed.</p>	<p>Priorities for 2023-2024 History is learned through the use of primary & secondary sources, visual & kinaesthetic approaches, workshops and trips.</p> <p>There is a planned increase in the use of the local area year on year. E.g. increased use of and liaison with West Horsley Place.</p> <p>Embedding the new geography curriculum and supporting teachers as they adapt their planning accordingly.</p>
<p>Parental engagement (implementation) Opportunities for children to share their learning with parents in class assemblies, which often focus on historical topics.</p> <p>King Charles III’s coronation – school community event with songs, poetry and a family picnic. Further opportunities for parents to see children’s work e.g. Egyptian Museum.</p>	<p>Monitoring, observation and validation, including pupil voice considering progression (impact) Pupil voice demonstrates that children enjoy history and sharing their learning. Teaching history explicitly rather than in ‘topics’ with history means the children clearly understand the units they are learning. They have a greater awareness of the significance of the unit of work and how it builds on previous learning.</p>	<p>Professional development opportunities Staff are fully aware of the history taught in school having shared learning objectives and key vocabulary in a staff meeting to understand the progression in history from EYFS to Year 6.</p>