History at Moorside

National Curriculum: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	• Show an awareness of the past, using common words and phrases relating to the passing of time. • Show an understanding of some of the ways in which we find out about the past and identify the different ways in which it is represented. • Understand historical events which have occurred in their local area.	• Use historic terms related to the period of study. • Understand sources can contradict each other.	• Understand how our knowledge of the past is constructed from a range of sources. • Note connections, contrasts and trends over time and show developing appropriate use of historical terms. • Describe a local history study.
Skills	• Describe where people and events studied fit on a chronological framework and identify similarities and differences between ways of life in different time periods. • Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.	• Place some historical periods in a chronological framework. • Use sources of information to go beyond simple observations to answer questions about the past.	• Address and sometime devise historically valid questions about change, cause, similarity and difference, and significance. • Make confident use of a variety of sources for independent research.

	• Describe significant historical events, people and places in his/her locality.	• Communicate his/her learning in an organised and structured way, using appropriate terminology.	• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Implementation	At least once a year history is one of the main 'drivers' for our topics, and history is taught within topic lessons during at least two terms. Teachers work hard to ensure the history curriculum is delivered and where possible linked to other subjects. In order to make history engaging, at Moorside, we: • Have topic launches to capture the children's imagination, from getting them to pretend to be in a Victorian workhouse to measuring each other to create Roman uniforms. • Visit historically significant places to allow the children to be immersed in history of the day, for example travelling to Beamish and also Eden Camp. • At the end of the topics, we have a showcase where the children show what they have been learning to their parents, these can range from having a museum to even having a Tudor banquet!		
Impact:	History is assessed on Target Tracker termly. The history coordinator analyses this termly and also completes pupil conferencing using the history action plan to ensure different areas are being covered and also that assessments are accurate. Book scrutinies are also conducted so that there is evidence from different ability groups within history.		