

# How is History taught at Paddox Primary School?



# History Intent

At Paddox, we want children to have a full exposure to the different periods of History. Throughout the primary phase, the children are exposed to the different periods through discrete History lessons.

Through this, we want the children to develop curious, questioning minds that are inquisitive about the events that happened in Britain and the wider world.

In lessons, children have the opportunity to think critically and are empowered to make their own judgements. Further to this, we want children at Paddox to develop a deeper understanding of other people's lives through our Golden Thread of Global Citizenship.



# History Implementation

In History our lessons are split into three distant parts;

- **Boomerangs** – To start our learning we boomerang back to previous key learning to enable children to embed and remember some key aspects. For example in Year 3 children are asked to think back to Year 2 or Year 1 topics to see how this prior learning can help them in Year 3.
- **Acquisition** – Children then move onto their new learning. This is where children experience texts, timelines and vocabulary that are new to them. Through a variety of subject content and teaching methods children are able to take part in fun and exciting learning.
- **Reflections** – To end the new learning children are encourage to go over and reflect on their learning, they are encouraged to use this learning in different contexts and explore how secure they are in their new historical knowledge.



# History Implementation

History is progressive across the school and teachers have a clear understanding of what is expected in each year group. We have a progression grid that is split into vocabulary, subject content (chronological understanding, Historical concepts, Historical interpretation, Historical enquiry and organisation and communication) and text ideas.

As part of the development of the progression grid, it was cross referenced with the NC to ensure that all skills and knowledge are being taught across both Key Stages.

To develop teachers' understanding and confidence in delivering and implementing our intent, we delivered a staff training morning, which focused on Historical Enquiry, Chronology and Diversity. As a starting point to improve enquiry based skills, we have developed a series of resourced enquiry lessons. Further CPD is being planned for the Spring and Summer term (2023).



# History Implementation

History topics are in **green**;

	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
6 Weeks (Aut 1)	<b>DT:</b> Wacky Windmills	<b>DT:</b> Vehicles Decorations	<b>Stone Age</b>	<b>Map it Out</b>	<b>Mayans</b>	<b>Extreme Earth -</b> Volcanos and Earthquakes
6 Weeks (Aut 2)	Moving Pictures <b>Art:</b> Land Art	<b>Art:</b> Artistic Chairs	2022-23 <b>Map it out</b> 2023 – 24 Onwards <b>Wild Britain</b>	<b>Romans</b>	<b>Amazing Americas</b>	<b>WW2</b>
6 Weeks (Spr 1)	<b>Toys</b>	<b>Where's Wally</b> Continents	<b>DT:</b> Moving Monsters  Seasonal stockings	<b>DT:</b> Chinese Inventions Torches	<b>Crime and Punishment</b>	<b>Fair Trade?</b>
6 Weeks (Spr 2)	<b>London Rugby</b>	<b>Time Machine –</b> Famous People	<b>Art :</b> Landscape Art	<b>Art:</b> Greek Pots	<b>In the Zone</b> (Climate Zones, Vegetation belts and biomes.)	<b>Anglo Saxons, Scots and Vikings</b>
6 Weeks (Sum 1)	<b>Local Area –</b> London and Rugby	<b>Under the Sea</b> Oceans and Key Vocab	<b>Ancient Egyptians</b>	<b>Around the campfire</b> – local area study, famous landmarks in Britain	<b>DT:</b> Cushions Moving Toys	<b>DT:</b> Food Tech – Moving Fairgrounds <b>Art:</b> TBC
6 Weeks (Sum 2)	<b>Off on Safari</b> Endangered animals	<b>Knights and Castles</b>	<b>Viva La France</b>	<b>The Victorians</b>	<b>Art:</b> TBC	<b>Ancient Greeks</b>





# History Implementation



# History Impact

Children are assessed against the History Foundation Tracker that links to the progression grid. Each year group has a number of objectives, that are taken from the progression grid to assess whether the children is WTS, EXS or GDS in that area. Once a teacher has filled in the grid, they will look to see what the predominant colour is and assign the correct attainment band.

Using the Foundation Stage Tracker, teachers will see which areas children need to work on, which will then inform planning. Relevant scaffolds and extensions can then be put in place for specific children to bridge gaps.



# History Impact

Throughout the year, children carry out Pitstops which recap all of the curriculum content already covered. This not only supports the development of long-term memory it also allows teachers to identify any previously unidentified gaps in learning.

