



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 Esher Church School you would see: children fully engaged in learning about a significant individual or event with clear and concise learning objectives. Learning the disciplinary skills of history are featured within the knowledge taught. Displays in the classroom show key words, individuals and timelines or dates of the period studied to mark the chronology.

<p>Successes in 2022-2023</p> <ul style="list-style-type: none"> • Children learn history as a result of adapted planning and questioning, taking account of metacognition and cognitive load. • Celebration of King Charles III coronation as a school community. • Review of the history curriculum and introduction of new units of work with the focus on revisiting key themes and concept that can both broaden and deepen children’s historical knowledge. 	<p>Pupil Premium, British Values, challenge and SEND (implementation)</p> <ul style="list-style-type: none"> • British Values: democracy – encouraging children to take into account the views and opinions of others and reflect on changes in British Values over time. • 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>Priorities for 2023-2024</p> <ul style="list-style-type: none"> • History is learned through the use of primary & secondary sources, visual & kinaesthetic approaches, workshops and trips. • The programmes of study are refined to be more coherent across the school with links to key concepts. This will be particularly true of KS2. • There is a planned increase in the use of the local area year on year. E.g. Tudor Dystany and Hampton Court Palace • Embedding the new history curriculum and supporting teachers as they adapt their planning accordingly to select appropriately challenging tasks focussed on the key concepts and disciplinary knowledge.
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<p>Parental engagement (implementation)</p> <ul style="list-style-type: none"> • Opportunities for children to share their learning with parents in class assemblies, which often focus on historical topics. • King Charles III's coronation – school community event with songs, poetry and a family picnic. Further opportunities for parents to see children's work. 	<p>Monitoring, observation and validation, including pupil voice considering progression (impact)</p> <ul style="list-style-type: none"> • 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>Professional development opportunities</p> <ul style="list-style-type: none"> • Book Look undertaken • Planning scrutiny undertaken • Worked with geography lead to undertake a book look and planning scrutiny of learning in cross curricular unit • Met with and supported Year 4 teaching team to make adaptations to current planning of unit of work • Met and supported teachers in Year 3 and 6 with new planning of units of work • Undertaken SPARK Primary History Subject Leader webinar session • Undertaken History Subject Leader webinars with CUSP on scaffolding and task selection as well as planning a local area study
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