**SHALOM NOAM PRIMARY SCHOOL**

**SUBJECT DEVELOPMENT PLAN**

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| **Subject**History | **Leader**Mrs Shlovsky | **Budget**£ 500 |
| **AIM:** **To enable all children to think as Historians and stimulate an interest in the past in order to inform the present.****To enable a clear chronological understanding of historical events from antiquity to the present day.** |
| **Intent** |
| The Noam Primary School history provision develops a passion for history and an enthusiastic engagement in learning across the year groups. Our pupils will explore the past, developing their own historical curiosity and understanding of why the past can be interpreted in different ways. They will enjoy learning about a range of periods from history, gaining an understanding of a variety of historical concepts and processes. They will learn to challenge their own and other’s views and preconceptions through appropriate and accurate historical enquiry; using a range of sources including quality teaching, trips, visits and themed days. Our curriculum will encourage children to explore topics and themes through methods such as thoughtful discussion, questioning and analysis. As a result of this, Noam’s pupils will leave with the skills to understand the complexity of people’s lives and identify themes and patterns through history as well as linking these to the challenges of their time. |
| **Implementation** |
| This will be achieved by incorporating the following:1. Interesting starters which will engage pupils and provide them with an entry point to their topics.
2. Local links: Where possible, links will be made to the history of the local community to develop the children’s sense of perspective.
3. External Stimuli: Through trips and visits, children will be given the opportunity to develop their skills and knowledge beyond the classroom.
4. Thoughtful Questioning that encourages deeper thinking and the consideration of other viewpoints.
5. Performance allowing children to share and consolidate their knowledge.
6. Projects will be produced, giving children the freedom to research an aspect of their period of history that excites them.
7. Themed Days to celebrate and raise the profile of important groups in history. Examples include Black History Month and Holocaust Memorial Day.
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| **Impact** |
| At the end of each year, pupils will have gained a deepening understanding of chronology, historical vocabulary and the ways in which the past can be communicated. Their conceptual understanding will develop enabling them to make links between themes. They will become increasingly curious which will allow them to debate upon and reflect on their own lines of enquiry and interest areas.Evidence for this will be found in the following:* PUPIL VOICE: Through discussion and feedback, children talk enthusiastically about their history lessons and show a genuine curiosity and interest in the areas they have explored.
* EVIDENCE IN KNOWLEDGE Pupils can make links between the different themes and recognise the similarities and differences. They know about key events and people as they build an overview of the world.
* EVIDENCE IN SKILLS Pupils use acquired vocabulary to interpret and convey their understanding of the past. They can analyse and interpret information in order to question and reflect on the legacies.
* BREDTH AND DEPTH Teachers plan opportunities for pupils to study across concepts and deepen their conceptual understanding in aspects of particular historical value. Pupils have the confidence and are inspired to further their knowledge.
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