



## Mastery in History at Charlton Kings Infants' School 'Building Historians'

### Beliefs and values:

At CKIS we want to inspire our children to be curious about the past by being enquirers who ask questions, think critically, compare evidence and develop their own perspective and judgements. Our aim is that all children will gain knowledge and understanding of Britain's past and that of the wider world by:

- Asking and answering questions, choosing and using parts of stories and other sources of evidence to show that they know and understand key features of events.
- Understanding some of the ways in which we find out about the past and identify different ways in which it is represented.
- Using historical terms, common words and phrases relating to the passing of time and historical events.
- Knowing where people and events fit within a chronological timeline.
- Identifying similarities and differences between ways of life in different periods.

### Mastery teaching and learning in History:

In the **EYFS** (Kindergarten and Reception), children experience history by developing their understanding of 'People and Communities' through exploring a range of sources of evidence within practical and play based learning opportunities. These are linked to the Early Years Framework and Development Matters. Children:

- Are encouraged to share and talk about past and present events in their own lives and in the lives of family members.
- Explore and identify similarities and differences between themselves and others, and among families, communities and traditions.

In **Key stage 1** teaching and learning objectives are linked to the National Curriculum. Children are immersed in a range of high quality whole class and continuous provision learning opportunities that encourage enquiry and analysis of historical evidence. Some themes throughout the year will have a stronger historical focus than others.

During KS1 children are taught about:

- changes within living memory, they will create timelines of their lives
- events beyond living memory that are significant nationally or globally including key events such as The Great Fire of London
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life. Examples of whom might include Samuel Pepys and Grace Darling.
- significant historical events, people and places in Charlton Kings and Cheltenham. This includes Year 2 children interviewing senior members of the community to find out about changes in our locality.

### Monitoring, Evaluation and Improvement:

Assessment criteria are written into our school curriculum and medium term plans. Teachers monitor children's progress and attainment throughout the year in order to inform ongoing teaching and learning. The subject leader and SLT monitor the quality of teaching and learning in History through learning walks, lesson study, pupil conferencing and scrutiny of evidence (children's comments/discussions during historical enquiries and individual 'learning journals'). Planning is reviewed annually and advice is given where necessary. The co-ordinator attends relevant subject training and feeds back to colleagues in order to ensure that improvements to the teaching and learning of history are constantly reviewed and planned for.