

River Primary School

History

Our school policies reflect our commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.

PURPOSE OF STUDY

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.

CURRICULUM DRIVERS IN HISTORY

Collaboration: Children will learn to interrogate sources and this will help them to reason with others and express their points of view. By researching important historical figures, such as Captain Cook, children will come to discover different perspectives and discuss the contributions made by them. Studying historical speeches and sharing understanding through presentations, supports children in understanding how powerful messages have been communicated over time. Children have opportunities to 'throw themselves into History' through such activities as 'hot seating', debate and dress up days. Workshops and hands-on experiences enthuse and provide wider opportunities for exploring history through collaboration.

Initiative: Children will develop critical thinking skills by exploring and analysing the validity of a range of artefacts and sources, using different information to justify their answers to specific questions. Our locality has rich historical links and we use these to provide purpose and meaning to our learning and foster a deeper understanding of why these people and events are significant. Through our exploration of important historical figures and events, children will be able to find out and understand the value of perseverance and application of initiative for themselves. Historical figures such as Neil Armstrong, show children what is possible if they strongly believe in a cause or their own ability.

Diversity: Children will explore history beyond their culture, both from a wider national perspective and important historical periods and events globally. For example, children will explore Mayan civilization through *Hola Mexico* and study Native American history in *Road Trip USA*, which broadens their understanding of the wider world and values the contributions of all communities and societies to our lives today. Historical knowledge is taught and shared with the children, enabling them to consider change over time, as well as issues such as fairness and equality through topics such as Victorian working conditions or the Civil Rights movement in the USA. The opportunity to consider the impact achieved by those who strived for change enables them to test and deepen the formation of their own values as they compare how these issues impact on lives in the present.

AIMS

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

SUBJECT SKILLS

The Golden threads that run through our learning are:

Hierarchy and Power

Community and Culture

Conflict and Disaster

Exploration and Adventure

These threads are explored and built upon through our curriculum from Foundation stage to Year 6.

A History lesson at River begins with retrieval practice based on previous learning on the current topic, previous topics in the current academic year and retrieval of previous topics from past academic years. This is often in the form of interactive quizzes, individual questions for discussion and 4from B4 style recorded responses. There is an enquiry question to explore and reflect upon and frequent use of timelines to emphasise where the learning takes place within historical context. Vocabulary plays an important part in our curriculum. New vocabulary is explored and used in the context of the learning and beyond. Vocabulary is displayed on our working walls and is in our books. In our lessons we endeavour to use stimulating resources such as artefacts, images and videos. This is coupled with experiences, such as visitors, trips in the local area, historical workshops, topic days and hook activities.

Teachers plan lessons from our Termly overviews, which match the National Curriculum and ensure broad coverage of History at River.

History in the EYFS

History is taught in EYFS as an integral part of the learning covered through child-initiated and adult led activities, all of which is underpinned by the associated objectives of the Early Learning Goals (ELG). The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know.

In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world. Partaking in activities such as, talking about things they have done in the past and learning the meaning of vocabulary, such as 'old' and 'new' are just some of the ways children learn about the world in which they live. Teaching staff provide children with rich historical opportunities through playing, exploring and active learning. Sharing texts, both fiction

and non-fiction, alongside images helps children begin to develop an understanding of the past and present, as well as providing opportunities to talk about common themes and their experiences linked to these. e.g. Bravery. Using pictures, stories, artefacts and accounts from the past gives children opportunities to explain similarities and differences. Children are continually encouraged to make meaningful connections in their learning. Hands on experiences such as visitors to the school and educational visits, deepen children's understanding.

Dedicated talk time ensures children talk about experiences that are familiar to them and how these may have differed in the past. To support the key concept of Chronology as children move through the school, children in the Foundation Stage begin to organise events linked to personal experiences, stories and also recognising that things happened before they were born.

SUBJECT CONTENT

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- 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 in different periods
- significant historical events, people and places in their own locality.

In our Key Stage 1 curriculum, our History topics include 'Childhood' in Year 1, which teaches children to make comparisons between their childhood today and childhoods in the past. In Year 2, the topic 'Magnificent Monarchs' teaches children about chronology and significant monarchs. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine

overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

In KS2 our History curriculum topics include 'Through the Ages', 'Traders and Raiders', 'Pharaohs' and 'Revolution.' In Year 6, the World Wars are studied chronologically. The children learn and consider what started this global tragedy and what life was like for families on the Home Front and for the soldiers in the trenches. The topic 'A Child's War', studies the cause and effect of the Second World War, significant events and people and develop their empathy for what it was like to be a child at the time.

Use of Key Questions

The use of key questions at the beginning of History lessons, is one of the ways we engage children with their learning; giving them an opportunity to make connections with their prior knowledge. At the end of a lesson, teachers will return to the key question, considering the improvements children have made with their responses.

Hinge Questions

During History lessons, hinge questions are planned at specific times to enable teachers to assess the pupils understanding and thinking at that point. Following this, the responses to the hinge question will guide the teacher's next step in the lesson – this may involve a recap or moving onto the next stage in the learning sequence.

CROSS-CURRICULAR LEARNING

We approach learning through cross-curricular themes so that children make links and see the relevance of their learning in different subjects. More detail can be found in our Curriculum Policy and on our school website www.river.kent.sch.uk.

Consistent with our curriculum aims, we identify learning by subject so children know when they are learning history. This ensures that the integrity of the subject is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.

ASSESSMENT AND REPORTING

Assessment of History at both KS1 and KS2 is based on teacher assessment. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. Teachers make judgements by assessing the answer to the inquiry question alongside the progress made against key learning objectives throughout the unit. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the key learning objectives
- Pupils' self-evaluation of their work
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Reporting

Teachers enter assessment data into the schools reporting system twice a year.

Parent consultations provide a formal opportunity to discuss both progress and attainment.

Parents also have the opportunity to have a look at the learning that children have been doing in History through their books. Pupil annual reports are shared with parents in July, providing a formal report of attainment in History.

Subject Specific Assessment

As well as assessing the children's chronological understanding, generative knowledge and fingertip knowledge, the children are assessed against disciplinary concepts to ensure that the knowledge and skills that they have been taught are transferrable to all areas of historical study. The progression document that details the expectations in each year group ensures that teachers are able to understand what has been taught previously, what they need to teach in their year group and what will be taught next. It is also a tool for identifying any gaps in pupils' learning and allows teachers to plan for this effectively.

Subject Leader Evaluation, overview of Assessment and Monitoring

To ensure best practice, the subject leader has been involved in curriculum review and has worked with the teaching team to ensure that our current curriculum is well-designed to include all the required aspects of history, whilst making it relevant to our children in our context. In taking this approach, we capitalise on the locality and learning from direct experiences as far as possible.

To evaluate the impact of the curriculum and the quality of teaching and learning, the subject leader

works alongside the senior team to monitor standards of teaching and learning. This is achieved through evidence gathering such as: a structured approach to planning, lesson visits, conversations with teachers, conversations with children together with the outcomes of their learning.

Equality in the curriculum

The two strands to ensuring equality in the curriculum

Equality of access to learning: This means that we have a responsibility to ensure that all children, regardless of their profile, have **access to the same opportunity** to learn within each subject. This means that adaptations need to be made to resources and facilities, ensuring that children feel safe and any barriers to learning are addressed. This is the means to give each child and **equal chance of success**.

Equality as part of the Curriculum: This means that our topics for study reflect the diverse population and that our curriculum supports social inclusion through promoting acceptance and appreciation of the similarities and differences of ourselves and of others. Our focus on diversity as a driver reflects our commitment to equality. Through valuing diversity, we learn to expect, respect and value difference in others. We aim for children to recognise and understand their responsibilities towards themselves and others.

Children with Special Educational Needs or Disabilities

We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

Gifted and Talented Children

We have a commitment to meeting the needs of all children, including those with an aptitude in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. Gifted and talented children are recognised as having particular learning needs and the curriculum is extended in this subject through learning challenges to ensure that positive learning and progress is sustained.

Signed: _____ Date: _____
Chair of Learning and Development Team

Linked Documents

Whole School Long Term Curriculum Plan
Year Group Medium Term Curriculum Plans
History - Quick Reference including Big Ideas