

History at Kempford

At Kempford Primary, we believe that all children can be successful Historians. We want them to be proficient in skills needed for historical enquiry and develop curiosity and awe to support and promote higher order thinking. Through our two year rolling program, we ensure that the children learn about various Historical periods in Britain and early civilisations in other countries in line with the National Curriculum in a way that enables some chronology, given the context of teaching mixed age classes.

Subject Leader Curriculum Intent, Implementation and Impact Overview					
Date developed: September 2020		Date to Review July 2021		Subject Leader: Miss Allanach	
Intent	Research	Implementation		Impact	
Build a curriculum where learning is developed progressively over time, resulting in children acquiring skills that enable them to make historical enquiries, research and analyse information.	<p>The purpose of the History curriculum 'help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world' (DfE, 2014)</p> <p>It is suggested that in any unit of work planned, there should be a balance between both overview and depth lessons (Maddison, 2014).</p>	<p><u>Overview and depth lessons across learning journeys</u></p> <p>Units of work planned contain a balance of overview and depth lessons as in line with the National Curriculum. Overview lessons are those which examine the context or the 'big picture' whilst depth lessons have a more specific focus. For example, when learning about the Romans, the children construct a timeline showing the duration of the period and its relationship to others (overview) and also complete a depth study about Boudicca's rebellion (depth).</p> <p><u>Basic skills and research</u></p> <p>Literacy, Maths and ICT skills will be able to be applied where relevant during the children's History learning to embed the skills in a more purposeful and meaningful context. Children will also be given opportunities in each Key Stage to research historical aspects of their learning independently to allow them more ownership of and take a lead in their History learning.</p>		Children will be secure in their Historical knowledge and be confident in making historical enquiries through engaging in both overview and depth studies.	

<p>Design a curriculum where skills, subject knowledge and understanding are set out in line with expectations in the National Curriculum and EYFS so that children's learning is progressive and pitched correctly for their stage of learning across the School.</p>	<p>Expectations made clear in the National Curriculum 2014 document.</p>	<p><u>Assessment</u> Teacher's assess children's understanding in History as part of their on-going teaching and formative assessment and assess this using SIMS at the end of each unit. The data from SIMS is analysed in order to inform the next steps for improving and developing the children's learning prior to the next unit they engage in.</p> <p><u>Skills progression</u> A document has been created outlining which skills are to be focused on across the classes to ensure skill development is well pitched and aligned from EYFS through to Year 6.</p>	<p>Children will make good progress as skills will be pitched well and Teacher's will use on-going assessment to consider how desired progress can be made and supported.</p>
<p>Ensure that key vocabulary the children will need to be successful is included in our curriculum so that Teacher's prioritise teaching key vocabulary in order to support children when verbally responding.</p>	<p>Davy (2015) emphasised how vital vocabulary teaching is in History in an article for the Historical Association and implied that key historical terms should be incorporated in whole-school progression and assessment.</p>	<p><u>Books and learning walls</u> Each Key Stage classroom will have a dedicated learning wall for History when it is being taught. This will include the key enquiry question for the unit and the key vocabulary the children will be using. As the learning journey continues, evidence of their learning or any key questions they raise will be displayed to support their ongoing thinking and evaluations of what they are learning. Children will also have access to subject specific fiction and non-fiction books that relate to the learning available in the class book area.</p>	<p>Children will use accurate, in-depth vocabulary that will support them in all attributes of their learning, not just History alone.</p>
<p>From engaging in History lessons throughout their time at Kempford, the children will know more, remember more and understand more, being able to make connections</p>	<p>Crowcroft (2018) suggests that a fundamental part of History is how it teaches us to search out the underlying and long-term dynamics of</p>	<p><u>Class timelines</u> From KS1, Teachers will create a big timeline that will follow a cohort through their school journey. As the children cover a history unit, they will create a segment to go onto this timeline so that over time they built a full timeline. This will be beneficial as a starting point for History lessons to recap and recover previous connection and also to make comparisons and connections between their learning at different</p>	<p>Children will have secure chronological knowledge of events through History and be able to compare them, giving their own opinions and</p>

between the different historical periods/events they have learned about and form their own opinions about the impact on our ever changing world.	problems. Making connections and comparing content learned will greatly support the children in doing this.	stages. Teachers will reference these timelines where relevant as part of their History teaching.	justification for their beliefs.
Plan and deliver engaging lessons where high quality primary sources are used and Teachers prioritise key questions, collaborative work and promote a talk for thinking culture.	Forster and Eperjesi (2020) promote a talk for thinking culture having extensively researched best practice and stress the importance of providing opportunities for talk to develop children's thinking.	<u>Talk for thinking approach in lessons</u> Lessons are planned to encourage opportunities for collaboration amongst the children when engaging in challenging tasks and sources at a whole class, group or individual level. When sharing their ideas collaboratively, they will be exposed to revisiting their existing knowledge, share it with others and making links to the learning they are now doing. Teachers consider when their talk is needed by responding to children's thoughts and questions and helping to move the learning forward.	Children's use of talk will be purposeful and allow them to engage deeper in discussion with adults and peers to develop, build upon or challenge existing Historical knowledge.
Teachers will ensure that their subject knowledge for the topic being taught is as secure and high level as possible to be able to gradually share this knowledge over the course of the lessons in a structured way.	.	<u>Contextual knowledge and specific knowledge</u> In every History unit, by referring to the progression document, Teachers will be secure in both the contextual and specific knowledge required in their teaching and be able to teach the relevant specific vocabulary to the children. During the course of the learning, Teachers will 'drip feed' relevant expert knowledge and vocabulary to support the children. For example, when analysing a picture, the Teacher might explain when it was produced, who by and any relevant key vocabulary that describes what can be seen in the picture.	Children will receive the highest quality of History teaching and through their schooling, develop accurate and specific subject knowledge that they can discuss, explain and compare.
To consider and plan to develop the children's spiritual, moral, cultural, mental and physical	It is suggested that children should develop a number of attributes and skills, including the	<u>Cultural capital</u> For each unit being taught, we seek to plan an educational visit relating directly to the content to enrich the children's developing knowledge. Where possible, we aim to use local Museums	Children's spiritual, moral, cultural, mental an physical development will be

<p>development within our History teaching so that they access the curriculum successfully, improve their historical skills and ultimately excel in being Historians in line with our school vision statement (Together, we will RISE).</p>	<p>ability to formulate questions and analyse and assess the 'validity and reliability of information' (PSHE Association, 2017:6)</p>	<p>or knowledgeable visitors. When we do this we also utilise the opportunity to reflect on visits the following day and share the knowledge and understanding they have gained in different ways. For example, the children may use photos of the visit to construct a recount that explains what they did and what they learned.</p> <p><u>RISE acknowledgement</u> When evaluating and discussing History learning, links will be made to our RISE vision (Respect, Improve, Succeed, Excel) and stickers may be awarded for children going above and beyond in these areas.</p>	<p>stimulated and supported throughout all History teaching and allow them to use their skills across other subjects.</p>
<p>Children will develop effective higher order thinking skills through History where they are able to transfer knowledge, think critically and problem solve to arrive at well thought-through evidence based conclusions.</p>	<p>In the programmes of study it states that our role is to 'equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement' (DfE, 2013:188)</p> <p>Brookhart (2010) describes higher order thinking skills as:</p> <ul style="list-style-type: none"> - Transferring knowledge - Thinking critically - Problem-solving 	<p><u>Incorporating STRIKE skills</u> Our school has a focus on learning skills known as STRIKE. Higher order thinking skills include these skills such as speaking and listening, researching and evaluating, so planning and teaching will incorporate these skills consistently to support development of the children's higher order thinking skills.</p> <p><u>Making sources accessible</u> We believe that accessing high quality sources will help to enhance the children's historical knowledge, understanding and enquiry skills. We also aim towards the end of Key Stage 2 for the children to understand the concept of bias and consider this in their evaluations. Teachers carefully consider what sources will support the children in their learning and plan to use rich, primary sources. We utilise the Wilson Museum in Cheltenham's Takeaway loan service to ensure that we are providing a range of sources, including relevant artefacts that the children can explore. In order to make sources accessible Teachers utilise age-related strategies, for example using a viewfinder to draw attention to certain parts of a picture, explicitly teaching any subject specific vocabulary, using extracts or transcripts from written sources and by asking focused questions that draws focus to a particular aspect of the source and helps make deductions and</p>	<p>Children will be proficient in the skills outlined by Brookhart (2010) and apply these higher order thinking skills to their education as a whole.</p>

		inferences. When planning, all Teachers consider how they can effectively break the sources into more manageable steps, such as the ways suggested previously.	
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Teaching and learning in History

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills. Foundation Stage history is part of the National Curriculum's learning objectives for developing children's understanding of the world, so they will learn through experiences that introduce the concept of time and change.

Enquiry led learning from Key Stage 1 onwards

Each unit taught will be given a key question, for example 'What impact did the Romans have on Britain?' so that across the series of lessons, the children are using historical evidence to draw their own conclusions by the end of the learning journey. The first session of every learning journey will be used as a WOW start where children are presented with different sources and offer their initial ideas and thoughts about the topic's key question and what the evidence shows at face value. Teachers share the focuses for the lessons to come and children then raise any further questions/ideas they have and keep record of these so that as they complete a section of learning, they can reflect on their ideas and how they have changed.

A consistent teaching sequence

Each lesson will follow the following structure:

- Big Picture – placing the learning in chronological context referring to class timelines
- Review the learning covered in the previous session
- Explicit teach of new vocabulary and its meaning
- Conduct enquiry using a variety of sources and artefacts
- Interpret their findings
- Communicating knowledge and understanding
- Evaluate their learning and compare to other relevant learning

