

History at St John the Baptist RC Primary Dartmouth.

Intent

At St John's we seek to develop young historians who are able to make links and connections between real people who lived, and real events which happened in the past. Our History curriculum encourages children to ask questions, think critically, weigh evidence and develop perspective, judgements and conclusions. History provides us with a sense of identity, set within our school's Gospel values. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live. They see the diversity of human experience, and understand more about themselves as individuals and members of society. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. It also aids in developing a greater acquisition of language as talk plays a vital part in the learning.

Our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in History which is informed by the National Curriculum. In accordance with the importance we attach to History our school aims:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Implementation

In History the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes.

At our school therefore we seek to encourage pupils to learn their history through big question led enquiries about topics, places and themes which focuses on real people, places and historical issues and allows them sufficient scope and time to really engage in high order subject skills such as developing explanations, reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions.

At St John's we have planned our teaching of Historical topics to link with Geography enquiries, therefore they are not taught chronologically. This helps to ensure coverage with our mixed age classes. We understand that teaching chronologically aids in ensuring that children know what happened when and in what order. With this in mind teachers make certain that children explore a timeline every time they begin a new topic, and put their previous learning into context.

As the child moves through the school, progress in History is seen as:

Greater knowledge - knowing more

Greater understanding of the significance and meaning of new knowledge

Mastery of more complex knowledge

Increasing grasps of concepts

Expansion of subject vocabulary

Early Years

Enquiry is intrinsic to Reception children. At St John's History is taught in Reception through enquiry based topics that provide child-initiated and adult led activities. 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 sense of self and their cultural capital by providing experiences. It aims to develop a desire to understand how the world works by creating curiosity. Children use questions to seek meaning in the world. They investigate questions about people and events in the past which helps them to better understand their lives today and prepare them for lives in the future. Talk is essential throughout the Reception year and History provides rich and new vocabulary to support the development of the Prime areas of Learning.

Stories are used as a resource and can help children to:

Gain knowledge of the past

Build conceptual understanding

Explore different viewpoint/perspectives

Use illustrations as a source of information
Understand sequence, cause and effect
Develop their critical thinking

Continuous provision may consist of artefacts, collections, nursery rhymes, knowledge images of local area, photographs, pictures, stories.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

	EARLY YEARS – taught through Class 1 topics	Class 1	Class 2	Class 3
LOCAL	Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around	How have we changed? How do our favourite toys and games compare with those of children in the 1960s?		WW1 Local study - How did the First World War affect the lives of people where I live?

	<p>them and their roles in society;</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>			
BRITISH		<p>Travel and transport - How has transport changed?</p> <p>What happens at a Coronation?</p> <p>What happened during the Great Fire of London?</p> <p>Did milk always come in a carton?</p>	<p>Stone Age Enquiry - How did the lives of ancient Britons change during the Stone Age?</p> <p>Vikings enquiry (lower KS2) - What did the Vikings want and how did Alfred help to stop them getting it?</p> <p>History Makers - (Guy Fawkes) - Who is the greatest history maker?</p>	<p>Romans - How did the arrival of the Romans change Britain?</p> <p>The British Empire - Why did Britain once rule the largest empire the world has ever seen?</p> <p>Bronze Age enquiry - What is the secret of the standing stones? (Bronze Age Britain)</p> <p>Anglo-Saxons - Who were the Anglo-Saxons and how do we know what was important to them?</p>
WORLD			<p>Pompeii - How do we know so much about where Sappho used to live?</p>	<p>Trojan Horse - The story of the Trojan Horse: historical fact, legend or classical myth?</p> <p>Shang Dynasty - How did a pile of dragon bones help to solve an Ancient Chinese mystery?</p>

			Great explorers - What does it take to be a great explorer?	Mayans Enquiry - Why did the ancient Maya change the way they lived?
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This careful building of knowledge provides children with increasingly rich contexts within which to compare and contrast different events, with a key focus on identifying patterns in the causality of major changes in world history.

Our coverage of history throughout the school is outlined below:

CLASS 1	Autumn Term	Spring Term	Summer Term
Year A	How has transport changed throughout History?	What happened during the Great Fire of London?	How do our favourite toys and games compare with those of children in the 1960s?
Year B	How have we changed?	What happens at a coronation?	Did milk always come in a carton?
CLASS 2	Autumn Term	Spring Term	Summer Term
Year A	Great explorers What does it take to be a great explorer?	Vikings enquiry (lower KS2) What did the Vikings want and how did Alfred help to stop them getting it?	
Year B	History Makers – (Guy Fawkes 4/5 sessions) Who is the greatest history maker?	Pompeii How do we know so much about where Sappho used to live?	Stone Age Enquiry (lower KS2 6/7 sessions) How did the lives of ancient Britons change during the Stone Age?
CLASS 3	Autumn Term	Spring Term	Summer Term
Year A	WW1 Local study How did the First World War affect the lives of people where I live? (KS1 enquiry to be adapted to KS2)		Shang Dynasty – China (World) How did a pile of dragon bones help to solve an Ancient Chinese mystery?

Year B	Romans (British) How did the arrival of the Romans change Britain?	The British Empire (British) Why did Britain once rule the largest empire the world has ever seen?	Trojan Horse (World) The story of the Trojan Horse: historical fact, legend or classical myth?
Year C	Bronze Age enquiry (British) What is the secret of the standing stones? (Bronze Age Britain)	Anglo-Saxons (British) Who were the Anglo-Saxons and how do we know what was important to them?	Mayans Enquiry (World) Why did the ancient Maya change the way they lived?

The document '**History Enquiry Overview**' outlines the key ancillary questions for each enquiry, when it is taught and how it links to the National Curriculum areas.

Our principal aim in implementing our History curriculum is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research

Inclusion, equality of opportunity and differentiation

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through History the children learn a range of skills, concepts, attitudes and methods of working.

At our school we ensure that all pupils can engage with learning history and develop as young Historians irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

Ensuring differentiation is a fundamental and core element of inclusion. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve

this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in History including those with special educational needs, those with disabilities and those identified as pupil premium children and those with English as an additional language. Class teachers adapt enquiries to meet the needs of their class as each cohort is different. Assessment should be inclusive - where children struggle to write opportunities should be made for these children to share their knowledge and skills.

Assessment and Expectations

At St John's the Classes' are mixed Year groups therefore our curriculum is planned in a two year rolling programme for Class 1 and 2 and a three year rolling programme in Class 3. Each year group has a set of objectives that enable the teachers to assess them against the expectations for History knowledge and skills for that year group. The teachers' will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment to reach an accurate judgment of what they know and can do.

Each History enquiry sets clear objectives which define the anticipated outcomes for the pupil. Ongoing formative assessments are used by the teachers to ascertain whether a pupil has achieved the outcomes. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of writing. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

End of Key Stage Expectations

Early Years Foundation Stage

Understanding the world:

Past and Present ELG Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

Key Stage 1

Chronological understanding:

- Pupils can accurately order events they have learnt about from furthest away to most recent
- Pupils can draw timelines, beginning to place areas of study on them
- Pupils can compare areas of study, identifying similarities between them
- Pupils can compare areas of study, identifying differences between them

Vocabulary:

- Pupils can remember and use a range of names and words specific to areas of study
- Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries

Questioning:

- Pupils can ask simple questions to develop their understanding
- Pupils are able to accurately answer simple questions related to an area of study confidently
- Pupils can justify their answers using sources or stories

Knowledge:

- Pupils can remember key events about the areas they have studied
- Pupils can begin to identify how we know about past events
- Pupils can begin to identify different representations of history e.g. books, visual clips, letters

Key Stage 2

Chronological understanding:

- Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline
- Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history
- Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is
- Pupils can compare a range of historical periods, identifying differences between them
- Pupils can identify trends over time, identifying how ideas have been continued/ developed

Vocabulary:

- Pupils can remember and use a range of names and words from the areas they have studied over the years
- Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.
- Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning:

- Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance
- Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda
- Pupils can purposefully select information when forming responses to questions
- Pupils can organise information purposefully when responding to or asking questions

Knowledge:

- Pupils have a wide ranging knowledge about historical events, from local history to world history
- Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding
- Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

Connecting History to other areas of the curriculum

In our long term planning we have made meaningful links with other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the understanding in History for our pupils. Making links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in History for each stage of learning.

Monitoring and Evaluation and the role of the History Co-ordinator

All teachers at our school are responsible for monitoring standards in History however the History Co-ordinator will take a lead in this, supported by the Head Teacher. Monitoring activities are planned across the year and form part of the History Co-ordinators schedule.

In summary, these are:

- Termly staff meetings to analyse samples of pupils' history work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency;
- The moderation of teachers' planning files once per term to monitor coverage and delivery of planned enquiries;
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that progress is being made by the pupils;

- Once per year the subject leader provides feedback to staff about the quality of History being taught and uses the History Portfolio of evidence to lead a discussion on standards being achieved within the subject.

The History Co-ordinator has the responsibility to support the development of History further across the school within the school's improvement plan and the use of resources. Teachers and educational support staff can expect informal support from the History Co-ordinator, support arising from the school improvement plan and identified in performance management and induction programmes.

To develop staff confidence and competence in teaching History:

- The History Co-ordinator will attend subject professional development opportunities as they arise;
- Whole-school training needs are identified as a result of the monitoring and evaluation programme;
- Where necessary, the subject leader leads (or arranges) school-based subject improvement training for colleagues.

Appendix 1 Year 1 Assessment

[illegible]

Appendix 2 Year 2 Assessment

[illegible]

Appendix 3 Year 3 Assessment

[illegible]

Appendix 4 Year 4 Assessment

[illegible]

Appendix 5 Year 5 Assessment

[illegible]

Appendix 6 Year 6 Assessment

[illegible]