



Seek, Believe & Achieve in History

Our Intent

In following the 2014 National Curriculum, Speen School have utilised topics of study which align with the school's context and pupils' interests:

- Children in EYFS will be given the opportunity to comment on and compare the past and present, preparing them for the Curriculum in Key Stage 1 and changes beyond living memory.
- KS1 pupils undertake a village walk to spot clues about the past within the locality
- Key historical figures from diverse backgrounds are studied across KS1 allowing the opportunity for comparison. Our school values are interlinked into our studies, learning about their **courage** and the **respect** they gained through their work.
- Cross curricular links enable the development of a breadth of knowledge and understanding eg The Great Fire of London and Homes from the Past link well with materials in Science and DT projects in KS1 eg making shelters.

At Speen School our History teaching aims to inspire curious and inquisitive learners who strive to find out more by asking where, when, what and why questions. We aim to develop the children's understanding of the world in which they live and to help them recognise continuity and change. Our learners will have an understanding of chronology and will develop an awareness of key moments in the past. Children will be given opportunities to develop key historical skills and will use a range of evidence to explore the past. Developing a good understanding of history within their own locality is extremely important at our school and we refer to our village history within our topics, making learning relevant to all of our children.

Implementation

Organisation of topics

KS1 is on a 2-year rolling programme. A different unit is studied each half term and has differentiated outcomes and skills.

Each unit starts with a mind map allowing children to demonstrate what they already know. These mind maps are revisited during each unit by the children who add their new knowledge to them. The completed mind maps and end of unit assessment tasks are evidence of progress in knowledge through a unit.

The history curriculum is taught both discreetly and in a cross curricular approach.

In EYFS continuous provision provides children with opportunities to develop a sense of past and present.

In KS1 children have 3 history topics with each one taught over a half term. In each topic lessons are sequenced and have a key question as the focus for that lesson. The key questions allow children to analyse a range of historical sources, investigate historical artefacts, take part in debates and make their own judgements.

Children also engage in history days and trips throughout the year.

Children's skills are developed and built upon throughout their school journey to allow them to gain a deeper knowledge and confidently use skills. Misconceptions are explored and used to adapt children's learning.

Children are encouraged to be active, talk, experiment and use their imagination at every opportunity through a range of guided and independent activities.

How we teach History

We teach a skills based approach to history, encouraging children to investigate objects and other primary sources, ask questions, make links and compare. We use visits to the local area to enhance our learning. We use replica artefacts wherever we can to bring the history learning alive empower our children to imagine life in the past.

We start each unit with what the children already know creating mind map. As knowledge is learned, this mind map is updated during the unit. We complete each unit with an assessment task, such as writing about the significance of an artefact, a response to targeted questions or another form of feedback which requires the children to demonstrate knowledge learnt during the unit. This is an open-ended task giving all children the opportunity to demonstrate their new knowledge and skills. This fits with our mastery, 'no ceiling' approach to all subjects.

In line with Rosenshine, teachers plan to start lessons with a recall of prior learning and use quick, low stake quizzes. Lessons have clear objectives and cover core learning without overloading children's cognition.

We sometimes choose questions as learning objectives so that the children have a more explorative approach to new content and can evaluate the impact of new concepts, and ideas, rather than being passively told about them.

Although we understand the importance of teaching writing through cross curricula subjects, we also provide opportunities for children to show their learning in different ways.

Impact

The Impact and measure of this is to ensure that children are equipped with historical enquiry skills, knowledge and concepts which will enable them to be reflective learners ready for the curriculum at KS2. Outcomes in our Humanities and literacy books evidence a broad and balanced curriculum, an extensive bank of knowledge and the development of key historical skills. Our monitoring shows that pupils can talk in detail about their topics, with even the youngest pupils explaining articulately some tricky concepts such as racism. Children review their mind maps during units and are actively encouraged to reflect on the knowledge and skills they are learning.

Children will be engaged in History lessons and want to find out more.

Children will complete research in books, online or by visiting places of interest, to further their own enjoyment about their history topics. Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate. As historians, children will learn lessons from history to influence the decisions they may make in their lives in the future. We want our children to have thoroughly enjoyed learning about events from the past and by bringing them to our pupils present, will shape our pupils' futures.