

Skol Nansledan

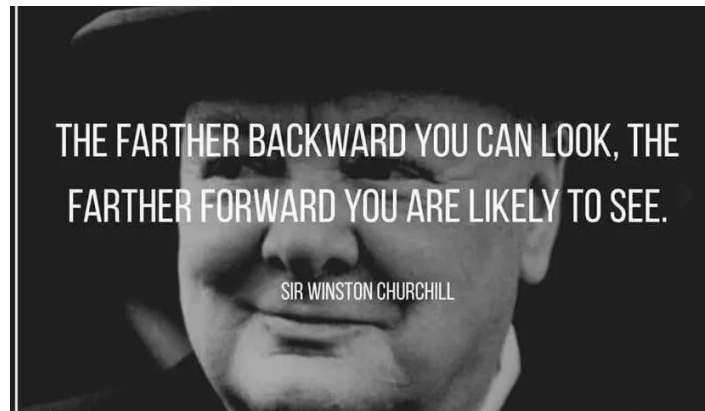
Teaching and Learning Principles

Subject: History

Mission statements:

'Today's learners, tomorrow's leaders'

Vision:



In order to teach *today's learners* to become *tomorrow's leaders*
we must *reflect and learn about our past.*

Studying History ignites children's natural curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children at Nansledan understand how the past influences the present. History enables our children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history influences their decisions about personal choices, attitudes and values, allowing them to succeed both academically and in character.

History aims:

The National Curriculum for History aims to ensure that all pupils:

- Investigate, consider, reflect and review the events of the past.
- Communicate their historical knowledge in increasingly sophisticated ways.
- Inspire pupil's curiosity to know more about the past.

- 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.

KSI key objectives:

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.

KSI 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter

Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].

- Significant historical events, people and places in their own locality.

KS2 key objectives:

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.

KS2 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.

EYFS:

History in EYFS is covered in the 'Understanding the World' area of learning within the EYFS Curriculum. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

ELG: Understanding the World Past and Present 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.

We use Tapestry, our online learning journal, to record and track children's progress and achievements in History against the Early Learning Goals. Children who need additional help are identified and interventions put in to place when appropriate. Children's progress within history is then reported to parents through: settling in meetings, sharing learning journals and regular communication. In line with statutory requirements children are assessed against the Early Learning Goals for 'Understanding the World' at the end of the Reception year and this is reported to the LA and parents.

Knowledge and Skills Progression:

At Nansledan, we use the objectives from the National Curriculum to ensure full coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject. The curriculum design for history ensures that each year group build on wider knowledge of local, national and global history.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning. In EYFS and Key Stage 1, we focus upon firstly the children's own history and begin to embed the concept of past, present and future. As children develop in KS1, we build upon this firm foundation by gaining a deeper understanding of the concept of time, linking to significant events/people from the past, for example 'The Great Fire of London'. To further embed this, in KS2, each year group will begin the year by reflecting upon their previous historical knowledge by creating a rough timeline of the eras/events which they have previously studied. This will then be used as a resource that can be referred back to throughout the year. For example, Year 3 will place Ancient Egypt and the Stone Age on the timeline as these are the areas to be studied. Alongside this, other significant events which the children have studied in KS1 will also be included. This timeline will be recreated each year, adding that year's current historical topics, informing teacher's planning and allowing misconceptions to arise in a 'low-stakes' manner. Each class will have a timeline on display in their classroom to demonstrate the significant historical

events to be taught and to also refer to incidentally whenever appropriate and possible, for example, when learning about their class name or reading a story set in a different time period. Across Key Stage 2, children learn about history chronologically, starting with the Stone Age in Year 3, up to the Battle of Britain and Blitz in Year 6.

Planning:

When planning lessons, teachers ensure that National Curriculum objectives are covered, prior (and future) knowledge is considered and challenge is built in to allow children to progress effectively with their historical learning. All year groups follow their own curriculum map and this ensures that all aspects of the History Curriculum are being covered and taught. Key vocabulary is shared and used throughout lessons and builds up over the sequence of lessons, so that there is a clear expectation that this vocabulary is used as part of the final outcome.

Although there is no standardised guidance on what GDS looks like in history, we give opportunity to delve deeper in each lesson. All children have the opportunity to access this in every lesson. As well as history being taught discretely, it is also a fantastic hook within the teaching of many other subjects. History books (fiction and non-fiction) are a valuable resource used frequently in English lessons. History is also taught cross-curricular within Art, R.E. and VIPERS. Teachers can access a wide range of lesson ideas, planning and historical sources from the resource 'Key Stage History'. Teachers also use a range of planning and resources from other sites specialised in the teaching of history e.g. The Historical Association, BBC Primary History. Trips/visitors are key to 'bringing the past alive' and should form part of at least one sequence per year; for example, the Year 6 trip to London theatres or Year 4 visit to a Cornish tin mine.

Teaching and Learning Expectations: *(non-negotiables)*

- History will be taught within a flexible timeframe whereby teacher discretion is used to ensure that all objectives are met most successfully (thus allowing teachers to either 'block' their History teaching over a series of afternoons or complete weekly sessions)
- History disciplinary skills will be taught discretely so that skills can be taught, practiced and refined. History skills will be linked to the topic within a class when appropriate.
- Historical learning is to be recorded in books in a variety of ways e.g. written accounts, pictures/annotated detailed drawings, photographs, use of primary and secondary sources. All children are to have opportunities for extended pieces of writing at least once per topic.
- High expectations given to the quality of children's work/learning in line with other key subjects e.g. English, maths etc.
- Careers linked to history-based occupations to be shared and discussed in lessons. We encourage children to think about when in real-life would specific historical skills be used, with the aim of encouraging children to think that a career in history could be for them.

- Cross-curricular learning to be used when appropriate to ensure coverage of objectives in the most logical way in order to gain greater depth into a historical time/person, for example Talk for Writing
- Class blogs and social media to celebrate historical learning at Nansledan.
- Each new unit begins by exploring the enquiry question, which children will then add a sticker to a sliding scale (which can be changed throughout the unit). For example, the Year 5 topic 'Do people in history always get the reputation they deserve?' would have an agreement scale from 'definitely agree' to 'strongly disagree'.
- At the end of the unit, children answer the enquiry question. This response will vary depending upon the age and stage of the children, for example, a Y2 response to 'How did humans in prehistoric Britain survive?' may take the form of a paragraph response or a Y5 response to 'Do people in history always get the reputation they deserve?' may present as debate. The final outcome will be added to our whole-school timeline, which will develop over the school year.

Working Walls/Displays:

All classes to display high quality, historical learning (inside the class as part of a working wall or outside in the corridor). Working walls in class to include children's work, key questions, key vocabulary with definitions and helpful information relevant to the historical learning being studied. History learning displayed outside the classroom to showcase WOW work from History topics, which may include photocopies of work, photographs from trips, artefacts, quotes from children and outcomes from historical enquiries. Each class to add to the Nansledan timeline once their relevant History unit had been completed (in corridor between Trevithick class and the staffroom).

Monitoring/Assessment:

Teacher assessments - judgements made within lessons, analysis of independent learning, questioning and discussions - mainly based upon AFL in weekly sessions and AOL as end of unit outcomes.

Moderation with school hub. Summative Assessment - EYFS, end of KS1 and the end of KS2

Pupil Conferencing

Learning Walks

Lesson Observations

Work Scrutiny

Displays