

History STRATEGY

LEIGHTON PRIMARY SCHOOL

SUBJECT LEAD	Natalie Guilfoyle
ADOPTED BY GOVERNORS	SUMMER 2023
REVIEW TIMETABLE	Annually
RENEWAL DATE	SPRING TERM 2025

1. Subject Rationale and Aims (Intent)

At Leighton Primary School, we aim to stimulate children's interest and understanding about the life of people who lived in the past and ways in which it differs from the present. We believe that learning about the past helps children to make sense of the world in which they live and to develop analytical thinking. We believe that the study of history makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage.

Rising Stars History provides a history curriculum that is ambitious and designed for all pupils. They all work from a shared starting point to answer the same key questions. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on historical knowledge but also skills and concepts. The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Within the units there are recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. Engaging with challenging themes will enable pupils to connect with what is happening in the world around them. It will enable them to engage in debate about what is happening today and use the past to inform those opinions. Over the course of the scheme, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability. Following the scheme will ensure pupils benefit from a curriculum that enriches their lives and broadens their cultural experiences. This will lead to a better understanding of culture and heritage and a desire to engage further with these areas.

The curriculum is designed to enable pupils to acquire a rich web of knowledge as the sequence and selection of topics builds on previous units and feeds forward to future learning:

- The introductory Year 1 unit 'My Family History' unit links with common themes of family, home and change covered within EYFS.
- Within KS2 the British history units follow a chronological approach to support pupils in developing a clear long-term narrative across history.
- Local history units are taught in the summer to facilitate the introduction of fieldwork. The three local history units become increasingly more challenging over the scheme as pupils engage with a broader range and more complex sources of evidence.
- Some units are taught within Upper KS2 due to their more challenging content, for example migration and refugees in the Year 4 'Journeys' unit. Additionally, studying at this level provides opportunities for investigating more complex themes for example government and democracy in the Year 6 'The Ancient Greeks' unit. Throughout the scheme, pupils are guided to make links between the topics taught.

Aims

- 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 knowledge of chronology within which the children can organise their understanding of the past.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- Children develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

2. Implementation

At Leighton Primary School, a breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is used as a means of checking pupils' learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are provided online to support the history curriculum and are sequenced towards the accumulation of skills, knowledge and understanding, working towards the next key stage.

Early Years and Foundation Stage

In EYFS, history makes a significant contribution to the development of each child's understanding of the world. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g. toys, and making the most of opportunities to value children's histories from their own and other cultures. In the EYFS history is about having the opportunities to find out and learn about the world they live in and discover the meaning of new and old in relation to their own lives.

Key Stage 1

In KS1, children learn about people's lives and lifestyles from the more recent past. 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. Children begin to learn about the more distant past through topics that have a direct connection to our local area. They use the primary resources available to help them understand a life very different from their own.

Key Stage 2

In KS2, children 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.

3. Assessment in History

Assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that knowledge and skills are developed and progress made in the area of History. At the end of each unit, pupils from Y1-Y6 are assessed against criteria in the progression of knowledge and skills document, as well as the end points identified on the curriculum map.

Pupils are assessed against the criteria of the curriculum using a 4 point scale. Those achieving above age-related expectations are assessed as a 4; those meeting age-related expectations as a 3; those approaching age-related expectations as a 2; and those well below age-related expectations as a 1. Formal assessments are recorded termly by teachers and reported to parents at the end of each year.

The class teacher also evaluates each pupil using low stakes quizzing of the knowledge taught during the unit and through Double Page Spreads which allow children to evidence their understanding of the unit's 'Big Question.'

At Leighton, displaying pupils' work also plays a positive part in the appraisal of history in the school; this gives it value and reminds pupils what has been achieved and enables them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways pupils may have responded to the teaching of the unit. Thus, the public display of history of each year group demonstrates the sequence and development of what has been learnt across the school.

4. Monitoring, Evaluation and Impact

The impact of the curriculum is evidenced through the pupils' use and understanding of the knowledge, skills, concepts and specialist vocabulary. It is evidenced by the outcomes of the varied activities, low stakes quizzing and Double Page Spreads produced during the unit. The broad range of approaches for pupils to communicate their knowledge ensures that everyone can demonstrate progression and impact. In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving a response focusing on historical vocabulary, skills and concepts. Pupils understand and can clarify to others what history is and the importance and value of studying the subject. They can explain to others how they are progressing and what they can do to get better in the subject.