

## Subject Key Summary Points

Subject	History
<p><b>Overall Curriculum</b></p>	<p>We have structured our history curriculum to ensure our pupils develop good chronological awareness of events over time to help them understand how life has changed and will continue to change. They continually revise previously taught concepts and because we teach in ‘themes’ for example invasion, it means they are exposed to key civilisations repetitively. They will be able to use their historical knowledge as a framework to understand similarities and differences and learn to analyse mistakes and successes. They are then able to use their knowledge to help shape the future of their home village, the UK and the wider world.</p> <p>by the wider world</p>
<p><b>Pedagogy</b></p>	<p>At Princetown, we use the National Curriculum scheme of work as the basis for our planning in history, but we have adapted this to our local context, building on the successful units of work already in place. Progression is planned into the scheme of work, so that the children are increasingly challenged in their understanding of our key concepts as they move through the school. History teaching focuses on enabling children to think and investigate as historians as well as gain a greater understanding of history as a subject discipline. History units are planned by the Head of School and KS1 class teacher. Our sequences of history learning involve:</p> <ul style="list-style-type: none"> <li>• Exploring the historical context and chronology of the unit. Establishing an enquiry question. Learning key vocabulary and facts from a knowledge organiser.</li> <li>• Historical enquiry lessons teaching knowledge and our key concepts, all of which are underpinned by chronology. Pupils make use of the facts they have learned, practice enquiry-based skills and make links to previous learning.</li> <li>• Outcome of the unit. Pupils are able to answer their enquiry question.</li> </ul> <p>We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. ‘How do we know?’) about information they are given. A variety of teaching approaches are used:</p> <ul style="list-style-type: none"> <li>• Teacher presentations, story-telling, drama, role play, guest speakers</li> <li>• Quizzes</li> <li>• Discussions and debates</li> <li>• Individual and group research, investigating artefacts and sources of evidence</li> <li>• Fieldwork, visits to museums and historical sites</li> </ul> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any ‘reasonable adjustments’ needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p>
<p><b>Assessment</b></p>	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.</p> <p>Assessment focuses on pupils’:</p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Knowledge and interpretation of events, people and changes in the past.</li> <li>• Skills of historical enquiry.</li> </ul> <p>Pupils’ substantive knowledge i.e. key facts and dates, is assessed throughout the unit</p>

	<p>and teachers may gather this information using a KWL grid. When appropriate, children will demonstrate knowledge at the beginning and end of a unit using a mind map. Disciplinary knowledge i.e. how the pupils make use of the facts and skills they have learned, is assessed by their ability to answer the enquiry question set at the start of the unit. We assess this in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>• Essay questions</li> <li>• Digital or spoken presentations</li> <li>• Living museums, parental engagement events</li> </ul> <p>Children demonstrate their ability in history in a variety of different ways. Teachers will assess children’s work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward. At the end of a whole unit of work, the teacher makes a summary judgement about the work produced.</p> <p>Itrack is used to monitor progress across the year.</p> <p>A named member of the school governing body is briefed to monitor the subject.</p>
<b>Culture</b>	<p>History teaching in our school is about developing investigative enquiry skills as well as developing a broad substantive knowledge base. Along this increasing knowledge base, the children gain a greater understanding of history as a subject discipline. Throughout historical learning, pupils develop a sense of personal identity and an understanding and respect for other cultures and points of view. Children also learn to understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage. It helps them to appreciate the problems of the past and how attempts were made to deal with them. It provides an opportunity to understand the bearing that the past has on the present, and the future. To be a good historian, children need to know about sources, to gather evidence and to reflect critically on the material they have gathered.</p> <p>History strongly supports the history in our village. In our teaching of history, we contribute to the development of the children’s spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions. History is also used as a tool to stimulate critical and creative thinking skills, it also improves communication skills and helps children learn to co-operate with others in a community of enquiry. Our enquiry questions provide a stimulus for further investigation, thereby extending and deepening children’s ideas through open-ended dialogue.</p>
<b>Systems</b>	<p>In Foundation, the children develop their knowledge of History through their local community. They predominantly look at changes over time and discuss how life was different in the past and compare it to their lives now.</p> <p>The school follows the National Curriculum (2014) and teachers use planning created by the subject lead for the basis of their lessons. This is supplemented with other resources and materials for example: Mr T does Primary History, Historical Association. Technology also plays a key role in enhancing our History curriculum. It supports the exploration of historical sources and artefacts within apps, aids the development of chronological awareness and is a medium for pupils to use to show what they have learned.</p> <p>Substantive knowledge – the historical facts we teach that form the narratives of the curriculum- is given to children through a knowledge organiser, which they learn at home and in school. Quizzes and games in class support the learning of these facts and dates.</p>

	<p>Disciplinary knowledge – how pupils make use of the facts that are learned – is taught through our enquiry-based lessons, with our key concepts at the heart of our history curriculum. Teachers develop pupils’ deep understanding of historical concepts and how they relate to the discipline of history: Significance, Cause &amp; Effect, Interpretation, Similarities and Differences, Source and Evidence. Our aim is for pupils to use these concepts and skills actively in finding out about the past and explaining what happened. Opportunities to develop these skills are built into every unit.</p>
<p><b>Policy</b></p>	<ul style="list-style-type: none"> <li>☐ Whole School Long term horizontal curriculum map</li> <li>☐ ADMAT Trust Skills Progression Map for History</li> <li>☐ Knowledge and Skills organiser for History</li> </ul> <p>All of these can be found on our website under the curriculum tab.</p>
<p><b>Perceptions</b></p>	<p>The monitoring of the standards of children’s work and the quality of learning and teaching history is the shared responsibility of the SLT. The work of the subject leader across the Trust also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.</p>