

# Curriculum Leadership - Subject Vision

## Subject / Curriculum Area: History

### **Vision**

At Dovers Green we want all pupils to have an understanding of the past and how history will shape their future. History lessons should encourage critical thinking, teach the ability to weigh evidence and develop chronological understanding. We will inspire children to ask questions and be motivated to find out about the past and the how it has affected their own lives. History is taught through themes which motivate and inspire all children to learn and encourages them to make links with other topics and subjects.

### **What does your subject area offer the Dovers children?**

An opportunity to understand the past and the impact it has on their lives today.

### **How does your subject enhance the curriculum?**

History teaches children to think critically, ask questions and weigh evidence which are valuable and transferable skills.

Children gain an understanding of changes to society and the impact that the past has had on them.

### **What use is it to children later in life?**

Children are able to reflect on the past and consider how it applies to their future and present- 'learning from history's mistakes'.

The skills of critical thinking, enquiry and interpretation are all important skills that can be transferred into daily live.

General knowledge!

### **What are the main skills and knowledge (overarching objectives) you want teachers to focus on?**

To develop and understanding of chronological order.

Historical enquiry- children to learn about the past through asking questions.

# Curriculum Leadership - Intent, Implementation and Impact

## Subject/Curriculum Area: History

### Intent

#### **What is being taught?**

##### EYFS:

In Early Years History is taught through the strand 'The World' and 'People and Communities', which is part of the specific area of learning 'Understanding the World'. The children have opportunities to engage with resources that support their learning in this subject during learning play, they engage with these resources independently. This subject is taught through the year but specific focuses are during Autumn Term when we talk about our families as well as learning about how other countries celebrate Christmas. In Spring Term, the children learn about dinosaurs. They use non-fiction books and computers to gather information about dinosaurs and how they relate to the world we live in today and investigate fossils to find out what they could be and how they relate to dinosaurs. Throughout the year the children have the opportunity to learn about the history of countries that make up the UK through the celebration of saints' days. On these days the children are taught about the countries and how they celebrate the day. They also have different activities to engage in that link with the saints. The children have access to artefacts and role play areas during the continuous provision the teachers set up.

##### Year 1:

In Spring Term the Topic is 'Let's Explore' in which children learn what and where Space is, about important dates in Space History such as the moon landing and a significant person in Space history - Neil Armstrong. The children will build their knowledge about Space and sequence events into in chronological order as well as begin to answer What? When? How? Where? Why? questions in relation to this topic. The children compile key facts in chronological order and create timelines to sequence the important moments in Neil Armstrong's life. The children will also have to opportunity to retell events from their past to aid understanding of the past as well as pretend to be Neil Armstrong retelling his past events. The children will also begin to understand that the past can be represented in different ways and use sources of information to find out answers to questions about the past using artefacts, be able to say why they are important and discuss what they can tell us about the past. In the Summer Term the focus is on events beyond living memory and will be taught through the topic 'Castles, Knights and Dragons'. The children will learn about life in a castle, including the features of a castle and the people who lived there. The skills they will use include: Sequencing objects, pictures and events in chronological order, understanding that the past can be represented in different ways, using sources of information to find out answers to questions about the past and talking about stories from the past.

##### Year 2:

Throughout the year the children will focus on the following History skills: arranging events or objects on a timeline, demonstrating an understanding that the past can be represented in different ways, using a variety of sources such as artefacts, pictures and stories to answer historical questions and using a wide variety of historical terms to talk about and write sentences about the past. In Autumn Term through the topic 'Remember Me' the children will study nurses from the past including Florence Nightingale, Mary Seacole and Edith Cavell. They will compare their lives and work in the past with nurse's lives in the present day. The children will also study Work War 1 through videos and books and poems and will reflect on remembrance day and the impact that this war had on people during the time and how it shaped our present. Through the topic 'Famous for more than 5 minutes' the children will study a variety of famous people in history and in the present. They will learn facts about them, compare them and find out what they did that was so significant in history. In Spring history is taught through 'Fire and Ice'. The children will learn about explorers such as Captain Falcon Scott and Ernest Shackleton, find out why they are famous and how their actions impacted on others. They will also compare and contrast the lives of the two explorers.

### **How does it cater for PP/SEND and higher attainers?**

Quality First teaching underpins teaching in all subjects at Dovers Green. Knowledge of the children informs planning so that learning can be accessed by all children. This may be through scaffolding of tasks by breaking tasks into smaller chunks, differentiation of questions, task and support from adults for some children. Tactile and visual resources are used to support learning in History as well as differentiated planning and activities. Children that need it are provided with more support from an adult or peers. Children are also encouraged to build their resilience by 'giving it a go' before asking for support from a peer or an adult. Pre-teaching is used where needed for example for specific history related vocabulary. History data is checked on target tracker twice per year and gaps in learning are identified. A discussion is then had with teachers regarding whether the knowledge or skills has been covered or whether this is a gap for some children. Strategies are then discussed as to improvements that could be made for example, children working in support groups or further visuals being used to support understanding. Children in the High CoIN unit are taught in the same way as above although their interests may be taken into consideration at the planning stage. The children may be working on the EYFS curriculum or the Year 1 Primary Curriculum so planning is compiled from both curriculums.

### **Mastery**

**Children who would be considered to be working at a Mastery level in History are likely to have the following characteristics:**

- Children are engaged and enjoy the challenge of History tasks, experiencing and demonstrating deep learning of key ideas that stick and can be recalled over time.
- Have a 'growth mindset' approach towards opportunities for even deeper learning with a high level of confidence and show good resilience when the task seems demanding.
- To return to learning after a break and still feel confident that they can work on the skill or with the knowledge without difficulty.
- Show a greater level of understanding by asking insightful questions about wider periods of time and within time periods they are learning about e.g how toys have changed over time.
- Will reflect on what they have learned previously and can apply this in new situations and make links between different areas of learning and in different contexts.
- Can show leadership when working on History tasks with others with the ability to explain their understanding to others.

### **How would mastery present itself in History?**

#### **KNOWLEDGE:**

1. **Constructing the past:** The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it).
2. **Sequencing the past:** H.1.2.5.b. Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.

#### **CONCEPTS**

##### **3. Change and development**

H.1.3.4. Can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century).

##### **4. Cause and effect**

H.1.4.4. Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot).

5. **Significance and interpretations** H.1.5.4. Can provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion).

### **HISTORICAL ENQUIRY**

6. **Planning and carrying out a historical enquiry** H.1.6.4. Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response).
7. **Using sources as evidence** H.1.7.4. Can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).

### **Rising Stars: Key Stage 1 Exceeding expectations**

### **Implementation**

We support children so that they can participate, be successful and make good progress. The effective teaching practices at Dovers Green see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it. Individual children's progress is tracked and a gap analysis of skills is carried out. The use of learning resources such as artefacts and ICT allows children to work independently and successfully. We make effective use of other spaces - Forest School, outdoor areas, playground and field and hall space. The displays are a mixture of celebration of, children's work, supportive resources and information. We ensure effective learning by offering opportunities which enable all children to learn in ways which suit them. Learning in History follows a whole school overview that has split the Key Stage 1 curriculum into age appropriate skills for each year group. Planning is both discrete and cross-curricular. Children are taught the skills and then apply this to their topic learning. In Key Stage 1 History is taught in block weeks each term. Block weeks are an effective way to teach in the classroom because it allows the children to become fully immersed in that subject for a sustained amount of time. It is also beneficial for teachers to be able to plan a sequence of lessons and to adjust and adapt them in the moment for that week depending on how the children's knowledge and understanding develop through the week. Block weeks also allow all subjects to have an equal amount of teaching time through the year. The learning is also differentiated with further support and a challenge for those that are demonstrating a deeper understanding of the skill being taught. Planning in Early Years follows the statements from Development Matters and links to the topic learning they are doing, though occasionally it is taught more discretely. History provision in Early Years is available during continuous provision activities and opportunities are planned in specifically. Across the Key Stage the curriculum skills have been differentiated according to guidance from training and ensures all the skills are covered and revisited across the two years. The History planning is reviewed regularly to ensure coverage of skills and knowledge. Over the year observations of teaching and learning take place and useful feedback is provided and advice and support is given. History learning is also discussed with the children each year to give them a voice and a book look of learning is also completed. After any further training or developments in History are shared with other staff during staff meetings. Support and guidance are also provided to staff with planning or resources as and when required.

### **Impact**

#### **2017-2018:**

EYFS: 91.7% of children are achieving expected or exceeding the Early Learning Goal for The World.

Year 1: Expected & above 94.2%, Greater Depth 32.6%

Year 2: Expected & above 77.8%, Greater Depth 20%

#### **2018-2019:**

**EYFS:** 98% of children are exceeding the Early Learning Goal for The World.

**Year 1:** Overall 94.58% achieved all skills at expected or above age related level. Skill 3 showed the most children achieving above ARE 24.18%. More focus needed to be on Skill 4 (Historical Enquiry) to ensure it is in line with the achievement in the other skills.

**Year 2:** Overall the results range from 77.8% (Skill 5) to 86.7% Skills 1 achieved at expected or above age related level. Skill 1 showed the most children achieving above ARE 31.1%. More focus needed to be on Skill 4 (Historical Enquiry) to ensure it is in line with the achievement in the other skills.

**2019-2020 (mid-year data):**

**EYFS:** 62.5% of children are at age related expectations or above at this point in the year.

**Year 1:** Overall 90.75% achieved all skills at expected or above age related level. Skill 1 showed the most children achieving above ARE 33.75%. More focus needed to be on Skill 3 (Historical Interpretation) and 4 (Historical Enquiry) to ensure it is in line with the achievement in the other skills.

**Year 2:** Overall 56.1% achieved all skills at expected or above age related level. Skill 2 and 5 showed the most children achieving above ARE 35.2%. More focus needed to be on Skill 3 (Historical Interpretation) to ensure it is in line with the achievement in the other skills.

**2020-21 Data** - please see the data and action plans document

**How well are children learning in your subject?**

Engagement and enjoyment in History is evident through classroom displays and children's work. Chronological order is the strongest skill in Year 1. Skill 3 (Historical Interpretation) and Skill 4 (Historical Enquiry) need a stronger focus. In Year 2 Skill 5 (Organisation and communication) is strong as is Skill 2 Knowledge and understanding of events, people and changes in the past. Skill 3 (Historical Interpretation) needs a focus to enable more children to achieve above ARE.