

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 this subject area offer the Dovers children?

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

How does this 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 to be focused on?

To develop and understanding of chronological order.
Historical enquiry- children to learn about the past through asking questions.

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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 the '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 World 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?

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.

Implementation

We support children so that they can participate, be successful and make good progress. The effective teaching practises at Dovers Green see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it. 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 Key Stage 1, 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.