

## Curriculum Leadership - Subject Vision 2022-23

### 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?**

To ignite a passion for finding out about the past and develop children's understanding of past events, how we find out about them and why it is important to know about them. It offers opportunities for children to understand the impact the past 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.

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

To develop an understanding of chronological order.

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

Historical interpretation - children to Children know how to select and use evidence to answer questions about the past and understand that there is often more than one side to a story and that history is multi-perspective.

	<b>Current Situation</b>	<b>Vision</b>
<b>Vision and Direction</b>	I have an up to date action plan based on the analysed data 2021-22 and am using it alongside planning documents to ensure progression of knowledge and skills throughout the key stage.	<ul style="list-style-type: none"> <li>• To update and maintain knowledge about all themes/topics covered in each year group and use all documentation relating to the planning, teaching and assessment of History to ensure success and progression of knowledge and skills throughout the keystage.</li> <li>• To link 'Rising Stars' scheme of work to current topics that have planning and resources on Rising Stars to enhance teaching and learning opportunities.</li> </ul>
<b>Standards, Progress and Achievement</b>	I am aware of attainment at the end of last year and which skill need focusing on this has been added to the 2023-23 Action Plan.	That assessment at the end of this year will show progress from last year within year groups and from one year group to the next.
<b>Quality of Learning &amp; Teaching</b>	To observe quality and teaching and learning and identify areas of teachers need: training/team teaching, resources.	Teachers are confident in teaching all historical skills, the planning is based on these skills and I have an understanding of how each year group is taught History. That teachers are able to make use of the 'Rising Stars' History scheme of work.
<b>Assessment</b>	Staff are aware of skills to assess against.	Assessment is completed in Spring and Summer term in order for analysis of skills to take place. There is a consistent system of assessment.

# Curriculum Leadership - Intent, Implementation and Impact

## Subject/Curriculum Area: History

### Intent

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

##### EYFS:

In Early Years History is taught through the strands 'Past and Present' and 'People, Culture and Communities', which are part of the specific area of learning 'Understanding the World'. The children have opportunities to engage with resources that support their learning during continuous provision. Children engage with resources independently through play. History is taught through the year but specific focuses are during autumn term in the "All About Me" topic where the children talk about their families and "I wonder who helps us", where children learn about the different jobs of people in the community and how they help others. In spring term, the children learn about the past through the topic "Who lived long ago?". Through the use of texts such as 'Peepo' they learn about differences between their own life and children who grew up in war time. Children also learn about the past through learning 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. In the summer term the children learn about how transport has changed over the years and how and why modes of transport have changed over time through the topic "Are we nearly there yet?". A timeline is used in the communal corridors outside the EYFS classrooms to show the passing of the children's time in months over their year in Reception with photos of events and topics and the knowledge they have learnt presented as 'Knowledge Organisers' to show progression of learning over time.

##### 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. The children will also learn about how and why Amelia Earhart is a significant individual from 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 arrange events or objects on a timeline, demonstrate 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 use a wide variety of historical terms to talk about and write sentences about the past. In autumn term the children will learn about famous sports people of the past in their topic 'Healthy Mind Healthy Body' with links to Black History Month. They will learn facts about them, compare them and find out what they did that was so significant in history. 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. 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 modern day volcano eruptions to Pompeii and make comparisons between ways of life. In summer the children will learn about the significance of The Great Fire of London and compare London then and now. They will study the impact that the fire had on London.

#### **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**

The impact of our curriculum will be that all children will leave us having achieved expected or better than expected progress in History. Children will become inspired to learn more about the past. Our assessment will show that the curriculum is well planned and progressive with clear golden threads running through from EYFS to Year 2 as highlighted in the progression grids.

Assessment is collected and analysed twice a year and informs progress of skills and knowledge as well as identifies areas still to be embedded. It is used to identify gaps and reasons for them and also is used in discussions with year groups to celebrate what has gone well and what has contributed to the successes in progression of skills, knowledge and children's enjoyment of History.

EYFS assess using assessment statements put together each term, to judge whether a child is 'on track' or 'not on track' for this time in the year. This information is then put on Target Tracker as a 'Point in time assessment' (known as PITA).

COIN unit children are assessed using Target Tracker under EYFS for EYFS and Year 1 children and when the children get to Year 2, if and when it is appropriate they are assessed under Band 1. Their data is analysed along with data from KS1.

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

Engagement and enjoyment in History is evident through classroom displays, pupil voice and children's work. Year 2 children enjoy using iPads to do their own research through 'safe search'. The children feel excited about being able to use their own questions and being given the choice to research an area of interest within the topic. Children enjoy working with their peers and sharing what they have found out. The Year 1 children love learning about the history of The Tower of London and comparing London then and now. Retrieval in History is strong the children enjoy 'Talk like an expert' activities where they look at pictures from different times and talk about them. Visits and workshops have really inspired and engaged children and brought their learning to life. Year 2 love learning about volcanoes and making booklets about volcanoes in history - they compared mount Vesuvius in 79AD with La Palma in 2021. The cross curricula links with geography and science really appealed to the children. In Year 1 children have benefitted from the use of models of castles and visually supported activities. Children are engaged and enthused by the space workshop and enthused to learn about space. The Castles topic was successful and the trip to Leeds castle really inspired the children. They enjoyed making comparisons between now and then. The visit brought learning to life and the children were able to see what they had researched and learnt about at school.