



Blackpool Gateway Academy

HISTORY GUIDANCE

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Written by History Lead
Stevie Caunt



Curriculum Intent

At Blackpool Gateway Academy we regard History as being a very important subject as it is an excellent vehicle for developing the children's historical knowledge and enquiry skills. The history curriculum at Blackpool Gateway Academy makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history Blackpool has to offer. At Gateway, our expectations are high for every child and our pupils are encouraged to apply both their historical knowledge and skill set in every History lesson. The History curriculum covers a wealth of topics but also ensures that strong enquiry questions and rich historical knowledge is planned into each unit of work.

History is taught through a bespoke curriculum which relies on the use of technology to increase pupil engagement. Class Teachers' have been provided with a History Ladder which details each year group's unit of learning with suggested activities for each lesson.

It is our strong belief that the history curriculum will ensure our children reach the following outcomes by the end of Key Stage Two;

- Develop a secure knowledge of all of the school's carefully selected History topics and can use a timeline to show the order of key civilisations in our history
- Confidently use the vocabulary explored in all year groups when exploring contrasts and trends in historical periods
- Use a wide range of sources in order to gain an understanding of the past
- Use embedded historical skills in order to investigate past civilizations and assess their impact on the world that we live in today.

Cultural Capital

As a school, there is a consensus that our children require a broad and rich History Curriculum as this provides children with knowledge and skills that they might not otherwise be exposed to. To ensure this is achieved, we provide our children with meaningful learning experiences that will provide children with the knowledge of how to succeed in life whilst enriching their lives. Some of the opportunities include;

- Visits from Historical speakers and practical workshops
- Historical trips to museums and places of historical interest
- Collaboration with other FCAT schools in light of developments in History

Inclusion

(including SEND, EAL, Disadvantaged and Gifted)

We aim to provide opportunities for all pupils to reach their potential in History no matter what their starting points. All children are provided with equal access to our History curriculum. We endeavour to provide suitable learning opportunities regardless of gender, ethnicity or home background. The History curriculum is designed to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language.

Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Work is scaffolded and facilitated so these pupils can take part in



lessons alongside their peers building up their skills and knowledge at an appropriate level and speed.

Where necessary, teachers will use interventions to help pupils improve their attainment. Interventions usually consist of: small focus groups, 1-1 support, talking tins and exploring practical resources.

Nurture in History

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our History policy. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning.

To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self-confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practise** to support teaching and learning in History.

Curriculum Implementation

Curriculum Organisation

Children at Blackpool Gateway Academy begin their learning journey in EYFS, where they start to explore History through the use of carefully selected historical questions. History is important to our staff and children in EYFS and children are encouraged to ask and answer questions about Historical themes and concepts in line with their Early Learning Goals.

As the children move into Year 1 & 2, teachers ensure that 3 History topics are delivered throughout the year as History alternates with Geography each Half term. When History is being taught, teachers plan and deliver sessions which last one hour. Similarly, in KS2, 3 History topics are delivered throughout the year as History alternates with Geography each half term. In KS2, teachers plan and deliver History sessions lasting 1.5 hours.

Planning for History

EYFS

History is taught in reception as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. History makes a significant contribution to the ELG objectives. Below is a table of how these relate.



30-50 Months	Understanding the World	People and Communities	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
		The World	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

History Curriculum

A bespoke, knowledge and skilled based History Curriculum has been developed at Blackpool Gateway Academy which is centred around providing teachers and children with an enquiry based-curriculum which aims to provide children with a wealth of knowledge and skills in order to understand how people lived and how this impacts on our lives today. All staff have access to the curriculum which provides them with a comprehensive overview of; objectives, key vocabulary, topic enquiry questions and embedded hyperlinks to explore historical knowledge before delivering units of work. [w New History Curriculum 2021.docx](#)

Cross- Curricular

Many of our key questions in History help inform the planning of English throughout the school. For example, In History in the Summer Term, Year 5 learn about the Ancient Egyptians and their English focus is on a text called , Time-slip Scarab which focuses on a portal transporting a main character to Ancient Egypt. Where appropriate, we also link in our other foundation subjects such as Art, DT and Geography. For example, when Year 1 learn about 'Toys from the Past', they have the opportunity to design and make their own toy in their DT lessons.

Scaffolding

It is our school's vision that scaffolding is an integral part of both the planning and delivery of History. use differentiated targets for each lesson so children have an achievable goal for each lesson. Scaffolding takes the form of adaptive teaching, providing pupils with the support from visual aids/resources and the use of peer support where appropriate. Within any lesson, children are highly encouraged to strive towards the higher challenge level, enabling them to reach their full potential.



Medium Term Plan

A bespoke Medium term plan has been developed for the planning of History across school. Teachers include the following within their MTP; learning objectives, history skill focus for each lesson, enquiry questions, key vocabulary and differentiated tasks which will be completed. This comprehensive plan is put in place to ensure that the sequence of learning in History is embedded before delivering a unit of work.

Teaching History

History teaching focuses on enabling children to think as historians. Emphasis is placed on examining historical artefacts and primary sources. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

EYFS

Within EYFS, children ask and answer historical questions through a 'curiosity approach' with a wide-range of interactive, discovery based activities. It is commonplace for artefacts and objects which have a history element to be placed around the room with the thought of children asking their own questions during the school day. All observations which are linked to History are placed in the floorbook.

Assessment and feedback in EYFS

In EYFS, History is assessed continually as the children begin to ask inquisitive questions about particular objects and they retell events that have happened in the past. All observations linked to history are written up by the class teacher and included in the children's individual learning journey books.

KS1

In KS1, the teaching of History enables children to develop an awareness of the past, using key words and phrases, such as 'before' and 'after' which relate to the passing of time. Our children are taught about a range of significant people and civilizations and they have the opportunity to identify similarities and differences between ways of life in different periods. Another focus is on our children developing inquisitive minds as they are encouraged to ask and answer questions about important people in History and key events.

KS2

In KS2, the teaching of History enables our children to continue to develop a chronologically secure knowledge and understanding of British, local and world history. At this stage, they should be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. Additionally, our children will be encouraged to ask questions which refer to: change, cause, similarity and difference, and significance.



Whole School Assessment and Feedback

Through effective assessment and feedback, all children in our school will have the best opportunity to make good or better progress in History over time.

The following assessment and feedback strategies and methods are used consistently throughout school;

- Continual assessment of the historical skills that the children are covering each lesson.
- Marking completed by teachers in books which includes further, meaningful questions about their learning. Children action any further learning using their purple pen.
- Retrieval practice is consistently completed through the use of 'Rapid Recap' slips from Year 1 - Year 6 which offers children the opportunity to reflect on previous learning completed in History. .
- The excellent use of Floor books and displays show progress over time in History and act as an memory aid which signposts children to learning previously completed.

Oracy

Oracy refers to the skills involved in using spoken language to communicate effectively. At Gateway, I expect to see staff using talk effectively for teaching and learning and children developing their spoken language skills. Each Key Stage will be given a set of strategies to be used in their History. This should be progressive from EYFS to Year 6.

Curriculum Impact

Our measures of success for History will be that:

- the curriculum for History is well-constructed and well-taught
- all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life
- pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the curriculum - so that learning in History is building to the end points outlined earlier and that pupils are being prepared for their next stage of education
- as historians children will develop skills and attributes they can use beyond school and into adulthood.

Monitoring of Planning, Teaching and Learning

In order to assess that the implementation of the History Curriculum is having a positive impact on learning, a range of assessment tools are to be used. These are outlined below:

- Clearly focused lesson observations carried out by Subject Leads and SLT
- Pupil interviews and teacher voice
- Floorbook and pupil book scrutinies
- Monitoring of the quality of the classroom environment and learning walks which focus on high expectations
- Medium Term plan monitoring and conversations with class teachers about their intent for learning



The impact of History will also be monitored through the assessment scores inputted using SIMS. The scrutiny of this data will enable teachers and subject leads to quickly spot any children who are not making good progress in the subject and this can help inform intervention groups in order to target particular children and any gaps in their learning. Ultimately, this will help to ensure that gaps in learning are targeted early and provides all children with the best chances to make good or better progress throughout their learning in History over time.