Teaching History at Dove Bank

Subject Statement

The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. The past and changing accounts of the past have shaped the identities of diverse people, groups and nations. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. (Ofsted 2021, Research review series: History)

At Dove Bank, the aim of our history curriculum is to stimulate and captivate the children's interest and understanding about the life of people who lived in the past, and the events that occurred. We know that History is about real people who lived, and real events that have shaped our world today, and gives us a sense of identity. It is because of this, that we offer a wide range of opportunities, both inside and outside of the classroom. We have an enthusiastic team of staff throughout the school who can deliver our curriculum to the highest standard and offer our pupils the best prospects regardless of their ability and background.

We encourage our children to value their own, and other peoples' cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices going forwards.

Subject Leader & Expert Teachers

Within school we have a wealth of experience in the teaching of Reading. Details of staff are detailed below:

- Victoria Harley is the current History Leader. Vicky has always had an interest in History and enjoys vising museums and places of interest. She has developed our current History Curriculum, ensuring coverage and progression for our children.
- Leanne Porter, and Gemma Ford, have an outstanding knowledge of local history, having lived in Stoke on Trent for all of her life.
- All staff are good teachers of history, and have the resources that they need to deliver a high quality curriculum.

Curriculum Organisation

History Curriculum Sequencing

Our History curriculum has been carefully sequenced and tailored to meet the needs of our children.

In the Early Years, we map our objectives based upon the Early Years Statutory framework. Children are encouraged to talk about familiar situations from the past, and compare them to now. They learn about historical figures such as Guy Fawkes and members of the Royal Family. They use quality texts to learn about the past through settings, characters and events.

In Year 1, children learn about events within their living memory, and that of their grandparents. For example, by learning about the history of toys in the Autumn Term (specifically toys that their parents and grandparents played with) children can begin to understand that life existed before themselves and what they know. Throughout Year 2 this concept develops further, and children study English History including events beyond living memory (The Great Fire of London and the Victorians).

We begin to develop our understanding of Local History in KS1, where children study Kidsgrove (Year 1) and Reginald Mitchell (Year 2); giving them a strong sense of identity and promoting high aspirations. This is built on further in Year 4, where children unpick 'the Potteries' in more depth – considering the physical and human features, how Stoke on Trent became well known, and what it was like to live here at that time. This builds a sense of identity for our pupils, particularly as this would have had a significant impact on their family members.

As children move into Key Stage 2, they develop their understanding of chronology further – moving onto ancient civilisations, and studying specific 'themes'. With the knowledge of various time frames (Ancient Greece, the Stone Age to Iron Age, Romans, Ancient Egypt, Anglo-Saxons and Scots), children are able to study 'Crime and Punishment' as a theme. Having sufficient background knowledge of these time periods studied allow children to make comparative judgements about what crimes took place, and the punishments that accompanied them. Thus, further supporting our aim to create and shape our pupils, and their life choices. Children continue to study Vikings in Year 5, and The Maya in Year 6, as we continue to develop our chronological understanding.

Vocabulary and Oracy

We value the importance of vocabulary, and we expose our pupils to ambitious and challenging vocabulary as they progress through our History Curriculum. At Dove Bank, we ensure that the historical vocabulary that children are exposed to is progressive and built upon as our children progress through our tailored curriculum, and our ambition is to shape budding historians of the future. Our long term plans specify vocabulary that should be taught and used confidently within that area of learning, but this is not an exhaustive list.

History in the Early Years

History in the Early Years focusses on our children experiencing the world around them, understanding who they are as a person, and beginning to explore their family. We believe that a strong sense of self is a crucial building block to allow children to progress in all subjects. In the Early Years, children explore celebrations, their similarities and differences and will understand that different people have different beliefs.

Skills, knowledge and vocabulary progression

We have identified 5 key skills to develop through our History curriculum; Ordering events, Identifying change, Understanding opinions, Explaining, Using sources. Skills are broken down into a progression document for staff to refer to. This is a very clear document that allows staff to track back to see previous skills children should have embedded and close the gaps if necessary. Our History Long Term plans have been created by the subject leader to ensure that progression is evident, and that we are

covering all of the National Curriculum aims and objectives. Key Stage 1 & 2 have a Historical skills poster which outlines our Historical skills, and what is needed to be a successful Historian.

Subject Specific information

History is taught for a total of three half terms throughout each year group. These may be three standalone topics, or two with one being for a whole term. For example, in Year 3 we study The Stone Age to Iron Age for the whole of the Spring term, and Ancient Egypt in the second half of the Summer term. When a class humanities focus is History, this is delivered for one hour per week.

We aim for, and encourage that, each of our history topics to be enriched by visitors or trips where possible. This will increase the hours allocated to our History curriculum.

Our History long term plans are available to staff on our school One Drive and Teams. History topic resources are kept in each classroom depending on what is being taught. We have access to the Historical Association, where there are lots of resources, activities and suggested lesson plans that can be accessed by staff – staff should contact the History Subject Leader if they require further assistance or a log in.

If staff need any further support or resources to allow them to teach their history curriculum, they should contact the History Subject Leader in the first instance.

Knowledge organisers are used to support our History Curriculum. Our History knowledge organisers include key vocabulary and definitions, sticky facts, previously taught knowledge to aid recall (in the form of Fluent in 5), suggested beyond the classroom learning opportunities, the half termly skill focus, and relevant eye catching images.

Knowledge organisers are used regularly within lessons to develop the pupils recall and knowledge. Pupils should use the knowledge organisers to recall information, facts and key vocabulary and be encouraged to refer back to these as much as possible.

Assessment

It is expected that all History work is marked in line with the School's marking policy, and there are at least 4 responding to marking activities (green, orange or red) visible in books per half term.

History is assessed termly, with formative assessments impacting the next steps of learning where appropriate. Class teachers assess the pupils in their class, using the work completed in class, on a termly basis (or at the end of a taught unit). Teachers use the class' Foundation Assessment folder to identify and note children who have not met specific objectives, or those who are working above. Teachers will make the assumption that all objectives have been covered within each unit, unless otherwise stated. This Foundation Assessment folder is passed through school with the class to ensure provision can be made to close any identified gaps, and to ensure that assessment is ongoing.

Children complete a final assessment piece at the end of each unit. This can take many forms, for example, a letter in role, a diary in role, a newspaper article, a true or false activity, a test.

To assess the children's long and short-term memory, the children complete a five-minute, initial starter activity called 'Fluent in Five' at the start of each History lesson. This should include a variety of questions (no more than 4) from topics studied during that academic year, and also previous years.

This activity can be done in a range of different ways (i.e. Cloze procedure activities, true or false, write as many facts that you can remember about The Stone Age).

Reading across the Curriculum

Vocabulary and oracy are being embedded across the curriculum. Pupils are taught key vocabulary throughout units of work, and are given the opportunity to orally rehearse new vocabulary in context. Pupils have access to quality texts, in all subjects, which are changed often through our education library service subscription.

When planning our curriculum overview, we have made appropriate links where possible to our English Texts, although this has not been possible for every History area of learning. On our knowledge organisers, there are specified suggested linked texts.

In History lessons, children are exposed to a range of sources, some of which are written pieces.

SMSC

Spiritual	In History, our pupils will learn about the religious and spiritual beliefs and customs of different societies and groups of people, and also how important these are. We study the importance of beliefs, and how these have shaped the world that we live in today. We share our own opinions, and consider that of others. We encourage a sense of curiosity by asking 'how?' and 'why?' and discuss at length the idea of fact and opinion in relation to the use of sources. History demands an empathetic understanding of others and their contexts, and we often attempt to imagine how different people at different times would think and feel. We think about how things may have turned out differently, if different choices had been made at the time.
Moral	Children consider and comment on moral questions and dilemmas of the past. We encourage the children to show compassion and empathise with decisions previously made. We consider rights and wrongs, and link this to the value of justice. Our upper Key Stage 2 pupils consider this at length when learning about World War 2, and the enormous impact that this has on different groups of people.
Social	Considering the similarities and contrasts between past and present enables children to explore the differences of life 'then and now'. Pupils will examine how other cultures have contributed to the development of 'British' culture. Collaborative and team working learning strategies between peers will also contribute to pupils' social development.
Cultural	Pupils will study, and be encouraged to empathise with, people from different cultures and backgrounds and how this has developed 'British' culture as we know it. We aim to foster an appreciation of different cultures and understand our multicultural society through studying links between local, British, European and world history.
Student Well-Being	We aim to enable all pupils to feel accepted, confident and thrive in a diverse, global society with British values at the core. We support children to empathise with people from the past, and have a profound appreciation of what people in the past have done and how they have impacted modern day society.