

'A generation which ignores history has no past and no future.'

Robert A. Heinlei

INTENT

History is a vital part of a well-rounded education.

History is "collective memory." It shows us who we are as a group: our past, our values, and our hopes. Knowing this collective memory is a key to becoming an informed and well-educated citizen. What we learn through history can influence our decisions about personal choices, attitudes and values.

Our ambition is that by the end of KS2, children will have developed...

- ✓ An understanding of the notion of change and appreciate a sense of identity. (Personal, local, national, global.)
- ✓ A strong understanding of how our community has changed and developed over time.
- ✓ A range of critical and historical thinking skills
- ✓ The ability to interrogate evidence and sources of information; making their own decisions, developing their own questions and being able to listen, think, and change their own ideas after taking on board new ideas from others.

IMPLEMENTATION

STATUTORY COVERAGE

- ✓ Focused topic, linked with art and design in the autumn term, with progressive skills forming the key element of planning.
- ✓ Additional units covered across the year making effective use of curricular links.

KNOWLEDGE, SKILLS & CONCEPTS

- ✓ Skills are practiced over a number of sessions to allow children to improve and embed skills over time.
- ✓ Key vocabulary and key facts are used at the beginning and end of each unit to show progress. They are referred to throughout the unit of learning to support children's development and deeper understanding. Children are encouraged to transfer their understanding to their work and use the key words in both written and oral work.
- ✓ Conceptual understanding is developed over time, with key learning identified for each concept.
- ✓ Historical texts are identified to support each unit of learning. These are used as evidence and interrogated to develop historical skills.
- ✓ A range of speaking and listening skills are developed and embedded in History study.
 - Group discussion to generate ideas.
 - Talking through their thinking processes.
 - Discussing different interpretations of a source.
 - Justifying statements made.
 - Pair problem-solving.
 - Reciprocal teaching.
 - Evaluating their own learning.
 - Role play/drama.
- ✓ Through opportunities to research a range of primary and secondary sources, children learn how to determine whether a source is reliable or not, as well as how to find sources within sources.
- ✓ By looking at and for patterns within the range of sources of evidence and information, children are supported in developing their skills of Quantitative analysis.
- ✓ Qualitative analysis is developed by considering historical facts; how do we know that the "facts" of history are facts? Could they just be someone's opinion? If so, how do we find the facts?

How does HISTORY support SMSC?

- ✓ Studying history can provide us with insight into our cultures of origin as well as cultures with which we might be less familiar, thereby increasing cross-cultural awareness and understanding.
- ✓ The study of history is important because it allows pupils to make more sense of the current world. Pupils can look at past economic and cultural trends and be able to offer reasonable predictions of what will happen next in today's world. More broadly, history enables us to understand different cultures.
- ✓ Teachers have a powerful role in ensuring that all children feel included, that they feel that they, their beliefs and their culture, are respected. Such respect is a crucial component of their development as people and as citizens. Through our study of history, children begin to understand societies that are and have been different from ours.
- ✓ History shows us models of good and responsible citizenship. History is an irreplaceable resource for critically examining the human condition and the ways in which societies work. Through history, you can lead children to understand why people act as they do, and to appreciate and respect those who lived in the different, foreign country of the past. As such, history makes a crucial contribution to citizenship education, in that it can help pupils to understand and respect our common humanity and diversity, and can provide the conceptual means to make sense of their lives.
- ✓ **Key Moral Concepts that underpin SMSC in History.**
 - An understanding that 'different' does not mean 'inferior'.
 - An appreciation that we are all worthy of being valued.
 - An understanding that we have shared human needs.

How does HISTORY support personal development?

- ✓ Through the range of study across all key stages, provides us with endless opportunities for fostering children's personal development. Skills such as thinking critically, weighing evidence and developing perspective and judgements, as well as the concepts of identity, empathy and change and continuity.
- ✓ History also helps teach us how to look at multiple solutions to any problem by comparing multiple versions of events. If there were two solutions to a problem, how would you choose? You would likely base your choice on past experiences or the advice of others based on their past experiences.
- ✓ Specifically, learning history can result in children developing a sense of:
 - **Identity** - through developing knowledge and understanding of self and others and their place in the community
 - **Security** - through understanding change over time
 - **Tolerance** - through a respect for, and acceptance of, difference
 - **Discrimination/judgement** - through developing a critical attitude to opinion and a respect for evidence.

IMPACT

ASSESSMENT

HOW?

- Planning is based around an enquiry: three or four across each topic.
- Knowledge is developed during the initial stages of learning; followed by a formative assessment activity to allow children to use and explain their knowledge and understanding.
- Teachers then make judgements based on the children's work, as to what extent objectives have been met.
- End of term Tree House Challenges are used to give children the opportunity to revisit and remember key learning.

SO, WHAT?

- Formative assessments used to make adaptations to teaching and learning.
- At the end of the term and/or unit, summative assessments are recorded. This allows subject leaders to interrogate the data to ensure continued progress is made by all pupils; focusing on what the children have remembered, what they now know and what more they can do based on their knowledge.
- Teachers use the summative assessment to identify cohort gaps and support next on-going planning.

- Bi-annual **Deep Dives** – subject team: children's voice, children's work, data analysis, coverage. action planning, report/presentation to governors
- Bi-annual **light touch reviews** – subject leader & deputy; children's work, pupil voice, review of action plan.