

History Subject Leader Report



Subject leader: Mrs Townson

Intent

At Highfield Community Primary School, we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. Our aim at Highfield is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Local history is an integral part of our children's learning as it allows them to look at what was happening in their local area and then move from the 'local' to the 'national' and often onto global events.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Investigate and interpret the past; Build an overview of world history; Understand chronology; and Communicate historically are all mapped out to ensure that pupils build on

secure prior knowledge. When covering each of these strands, the content will be carefully organised by each year group through a long term plan.

History is delivered through subject specific teaching organised into themed topics. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. Our history curriculum ensures that pupils will build up knowledge of complex disciplinary and substantive concepts overtime and through meaningful and authentic examples. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.

The History units taught have been developed to help children to independently appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.

Implementation

All learning will start by revisiting prior knowledge. This will be scaffolded as retrieval practice in every lesson to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Meaningful cross curricular links are made with other subjects to strengthen connections and understanding for pupils while exploring historical contexts. More often than not the retrieval practice is a different subject to the lesson being taught in order to enhance interleaving, building knowledge in a meaningful way.

Teachers use the long term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day. Each class uses the same teaching resources to enable all of the children at Highfield to name significant time periods in British history in chronological order through learning an engaging and interactive oral timeline, with actions.

Every other year, children will take part in a local history unit we call 'The Chorley Project' where children develop an understanding as to why the area in which they live is worth knowing about. It enables them to be aware of the local heritage buildings and strengthen their chronological understanding and their appreciation of how and why things change. Our curriculum enables the children to develop and build on their local history knowledge over time so that by the time that they leave Highfield, they will have developed new knowledge and skills that will have immersed them into their local community.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support child-led home learning and to assist in assessment. Historical artefacts are used as often as possible to provide a fascinating insight into the past and allow pupils to develop a deeper historical understanding. When analysing historical sources, pupils are encouraged to ask questions and determine a source's reliability. Historical texts are used in each year group to enable pupils to encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.

Consistent learning walls containing a mind map for the current topic in classrooms provide constant scaffolding for children. Subject specific vocabulary is displayed on the mind map along with key facts and questions, and model exemplars of the work being taught. Evidence of practical activities and enrichments are collected for each class using Book Creator with a book for each class. Historical work is celebrated through using our corridor displays.

End of topic curriculum quizzes are used to review learning and check that children know more and remember more. These are based on the Kagan research and require children to think deeply. Learning is reviewed, after a period of forgetting, so that teachers can check whether information has been retained after different amounts of spacing. We have created a knowledge web of sticky learning that has ambitious aims and end points for each topic covering the learning journey from EYFS through to Year 6. The progressive knowledge on this document is used to inform retrieval tasks created.

History assessment is ongoing throughout the relevant cross-curricular topics to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered. Low stakes topic quizzes are used to recap learning and identify progress in developing knowledge. Assessment is focused on important content and concepts ensuring assessment provides useful information about gaps and misconceptions which is used to inform teaching and curriculum planning. An objective tracker is used at the end of the year to inform leaders of school improvements or skills that need to be further enhanced.

At Highfield, we provide a motivating history curriculum, through a variety of engaging activities, trips and visitors that give all pupils an opportunity to question the past and to create memorable learning opportunities that further support and develop their understanding

EYFS

In the Foundation Stage, history is very personal, delivered through the 'Past and Present' strand of 'Understanding the World'. Children develop their understanding of the past by delving into their personal past and the lives of the people around them. Parental involvement is invaluable within this area, to provide artefacts from home, photographs and memories for the children to explore and discuss. We use every opportunity to further embed these skills through looking at seasonal changes and memories throughout the year. Children grow a deeper sense of seasonal and natural change through weekly mud kitchen sessions throughout the year. Children are able to be hands-on with the planting of bulbs, shrubs, vegetables and herbs throughout the year. Within these sessions the children have the opportunity to observe the planting life cycle and the natural changes around them.

We also observe the caterpillar life cycle which again enables children a practical experience with change over time and to embed the concepts of past, present and future. Our floorbooks, mind maps and story maps allow children to independently reflect on and retrieve previous experience and knowledge.

SEN Provision

At Highfield we are committed to providing a safe, stimulating learning environment that meets the needs of all pupils, including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel like a valued member of the wider school community.

Provision is tailored to more specific needs in Cedar and the Orchard but follows our knowledge-rich, child-led approach.

Impact

At Highfield pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

(See Action Plan in Subject Leader Report)