**Sitwell Infant School**



**Subject Overview**

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| **HISTORY** | | |
| **Intent** | **Implementation** | **Impact** |
| **Alignment to the National Curriculum**  Sitwell Infants School History progression document exemplifies the National curriculum providing an ambitious platform for our children to enhance their chronological awareness and understanding of the past. They learn about how the past and significant individuals and events have had an impact on the current world.  Through teaching and learning the children will take on the role of an Historian, learning and building upon many disciplinary skills and substantive knowledge.  These are embedded throughout the curriculum offered and taught through a variety of rich experiences and using a wide range of sources and historical evidence.  Children will learn about who they are and about history in their locality. The will find out about how it has changed and grown over time and the important place it has in the history curriculum.  An Oxford Owl scheme is used which provides a step by step programme emphasising key and new vocabulary as well as detailed key knowledge for the children to learn that ensures coverage of the National Curriculum objectives. | **Pedagogical approaches**  Teachers mainly teach substantive knowledge and skills within a lesson and through an enquiry question. The Oxford Owl scheme uses enquiries which are then broken down into smaller learning steps, allowing the children to build a bank of knowledge before returning to the initial question. Children are given resources to support them to respond to the enquiry questions and given time to reflect on their answers.  Lessons are tailored to use a range of teaching strategies to suit the age and needs of the learners.  Class discussions, drama sessions, group tasks such as investigating a picture or a historical source, individual writing tasks to harvest knowledge are all techniques that we use to embed the substantive knowledge and practise disciplinary skills.  Our lessons follow a structure of reactivate, teach/facilitate/model, learn together, independent practise and reflect.  Specific vocabulary to be taught for each unit/topic is set out on medium term planning and made explicit in class floor books and vocabulary trees. | **Approaches to assessment**  Teachers assess pupils’ skills at the end of each half term block of learning and this is recorded on a subject assessment sheet. This highlights any gaps in learning which need to be addressed in future planning.  Teachers will use the evidence collated in floor books, notes and photographs from the activities in lessons and a small quiz at the end of each block to determine whether the pupil is working towards, working at or working beyond age related expectations. These are recorded half termly to ensure the subject leader can use assessments to inform future planning and all teachers know the pupils that needs support in subsequent lessons. |
| **When they leave Sitwell Infants…**  Children will know what it means to be a Historian. They will have the disciplinary skills and substantive knowledge needed to understand the process of change, the diversity of societies and relationships between the different groups. This will allow them to become citizens who pride themselves in knowing and understanding their place in the world.  The study of History will inspire our children to ask questions, be inquisitive, think critically, weigh up evidence and analyse arguments. These skills will help to develop a sense of perspective and an ability to form judgements as they move onto the next stage of their education and beyond.  Children will be able to make links between topics they and studied and relate new experiences to that of the past. | **Teachers’ expert knowledge**  The subject leader attends termly subject leader meetings run by RoSIS and Forge CPD to support their own knowledge and will implement findings where appropriate.  The medium term plans for both EYFS and KS1 are created by the subject leader and these are linked to our curriculum mapping and History progression documents to provide high quality history lessons that engage pupils and enable them to achieve and be confident Historians.  When planning lessons, the subject lead considers the best way to communicate the relevant information to enable learners to have the best learning experience, facilitate understanding and enhance progression.  We use a variety of approaches to support learners through their journey so they can achieve maximum outcomes and help them to be the best that they can be. | **Performance data**  There is currently no national data available to benchmark our school.  Subject leader will access and analyse teacher assessments half termly and these findings will be used to inform further planning and ensure support is directed to the children who are not achieving age related levels.  Areas that are shown to be a weakness across a high majority of children will be revisited during the reactive session of our weekly teaching of History. |
| **Sequence of teaching** The history curriculum develops an understanding of chronology within a two year cycle which enables children to develop disciplinary skills and substantive knowledge.  From Foundation Stage, children will learn about their families as well as “Past and Present” in their provision and weekly History sessions. As children progress into and throughout Key Stage 1, children will learn about sequencing events, stories, pictures over time to show the different periods in history, relate to each other and contribute to a coherent understanding of the past, the present and how it shapes the future. | **Promoting discussion and understanding**  Studying History helps children to understand their place in the world and in the story of human development.  Teacher modelling, questioning and class instruction is used to engage children in different topics and activities.  Teacher modelling captures the child’s interest and teaches them valuable lessons. Vocabulary rich discussions promote children’s understanding.  Through teaching the children the traditions of historical enquiry, they learn about the past and how changing accounts of the past have shaped the identities of diverse people, groups and communities. In each lesson through Oxford Owl, time is given for talk partners to discuss the learning.  During their time at Sitwell Infants school, children learn about many historical events, significant individuals and past periods of time. This is done through the Oxford Owl mastery curriculum in class as well as on school visits and through visitors into school. | **Children’s work**  Sitwell Infant school has high expectations of all our children and develop a sense of pride and achievement to be the best that they can be. In out floor books and subject folders, we record any written history work along with teachers sharing photographs of practical and hands on group tasks that the children have experienced.  We capture children being historians exploring the past, applying and showing their knowledge and understanding and using key skills.Our work in History is shared in our half termly stay and play sessions when parents can access our floor books and see our displays. We use Google Classroom to showcase children’s work and photographs from educational visits.  We hold a celebration assembly at the end of each term when children reflect on their learning and share their achievements from all subjects including History. |
| **Support provided**  A Key principle in our history curriculum is that we believe that every child can engage with the activities for their year group, with individual pupils receiving tailored support where appropriate. This is provided through strategies such as modelling, simplification of instructions, adult or peer intervention and, if appropriate, financial support.  We provide children with a rich variety of resources such as books, artefacts, materials and access to the internet.  We provide wider school experiences such as visits to key places of Historical interest (Conisborough Castle) and visitors in school (partake History) | **Knowing more and remembering more**  Children make progress in history by developing their substantive knowledge about the past and their disciplinary knowledge about how historians investigate the past and construct historical claims, arguments and knowledge. This enables children to be able to construct historical arguments or analyse sources.  The History lead plans to support children’s learning from Foundation Stage by using the ELGs in “Understanding the World” as a starting point and allowing children to have access to a wide range of provision and resources to support their geographical learning through to Key Stage 1 and beyond.  Children use our floor books each week in our ‘reactivate’ session to reflect on their learning of key events, dates and facts. Small tasks and quizzes encourage children to recap and to share what they have learned. | **Talking to children**  Subject leader will engage with children and hold regular interviews to discuss their learning in History. They use floor books to discuss what they have learnt, remembered and enjoyed. Children are able to reflect on their learning and say what they have liked/disliked and have chance to give their opinions and ideas of how to make the lessons more engaging.  Subject leaders use this information to inform planning going forward. |
| **Local context**  The teaching of History enables children to celebrate their local area and know its place in History. We explore our local area at every opportunity, within and across topics with cross curricular links to geography and science. The children visit local places and get first hand experiences.  In Foundation Stage, the children begin by learning about our school, about their grandparents and parents and their place in recent History. This is a starting point to them gaining an understanding of the past within our community and local area. This moves on in KS1 to developing a knowledge and understanding of what has happened in our surrounding area throughout time. E.g, Significant people in space travel (Helen Sharmen), The history of Conisbrough Castle, The history of seaside holidays (Cleethorpes) | **Teacher assessment**  Through teacher observation of learning and collecting valuable evidence in discussions, teachers will be fully aware of the progress children make.  Teachers assess key skills and concepts along with knowledge, through questioning during whole class and small group tasks. This allows children to present their understanding of what has been taught | **Sharing with parents**  Our work in History is shared in our half termly stay and play sessions when parents can access our floor books and see our displays. We use google classroom to showcase children’s work and photographs from educational visits.  We hold a celebration assembly at the end of each term when children reflect on their learning and share their achievements from all subjects including History. |