

Subject Area: History

Subject Leader: Mrs Naomi Gould

## **What is the aim of your curriculum?**

### **The intent**

At Barley and Barkway First Schools Federation, we want our children to love History. We want our children to understand the importance of History and know more significant history knowledge year on year but also to enjoy this part of our curriculum so that they will become enthused learners in History.

Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past.

We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British History and how these events sit within the historical development of the wider world.

Through our History curriculum, we strive to inspire children's curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to ask questions, think critically and consider historical evidence. Children should note connections, similarities and differences, trends over time and develop the appropriate use of historical terms. We want children to understand that whilst children from the past may have thought and felt like they do, they lived in times with huge differences, times before modern technology, modern medicine and easy access to education.

We want children to develop an understanding of chronology and a concept of time that will help them organise their understanding of the past. We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school.

In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understanding how to be good and responsible citizens, understanding change and societal development and a context in which to understand themselves and others.

### **The implementation**

Teaching of History and Geography are alternated each half term except for some of the Year 3 units that were blocked to allow for greater continuity.

During the History units, History lessons are delivered once a week every week with a clear historical focus.

We use a range of resources for our History lessons, both ready-made and prepared by the teachers themselves; with the National Curriculum for History being our first point of reference when planning out our units.

We pay a subscription to a local museum, The North Herts Museum. Through this valuable resource, we borrow 'loan boxes', that contain artefacts and information packs to support and enhance the delivery of our curriculum. We also arrange for the museum educators to come to the school and run fun and interactive workshops that really bring the topics to life for the children.

We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience of the History curriculum.

Teachers also make use of free workshops and interactive assemblies to support topics such as Remembrance Day and Mary Seacole and Florence Nightingale through companies such as The National Army Museum of London and The National Archives.

We also aim to make use of local History resources such as a local farm that houses historical artefacts found by the farmer on their land and the Barkway Local History Group.

We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year:

- In EYFS, the children will initially learn about and make sense of their own immediate history, their life-story and family's history and changes within their lifetime. Children will have opportunities to comment on images of familiar situations in the past. The children will be given opportunities to learn some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. We help children in EYFS understand the past through settings, characters and events encountered in books read in class and storytelling.
- In KS1 History children build on the learning in EYFS by looking at changes in the children's own personal history and historical ordering by looking at timelines. KS1 History also looks at significant events and people who have shaped society, locally, nationally, and globally.
- In KS2, the curriculum is designed around the central themes of Empire, Invasion, Resistance and Settlement.
- The whole school focus is on enquiry, while years 3 and 4 specifically, focus on chronology. In KS2, UK history is taught chronologically to allow children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning.

To support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons. At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.

Children are given a Knowledge Organiser at the start of each topic which details some key information, dates and vocabulary and can be used as a reference document for self-assessment at the end of a unit.

Teachers and Teaching Assistants will help put together educational, immersive displays that answer key questions help to create a rich learning environment for each History focus.

Our Foundation subjects Assessment Tracker allows us to use data to inform future practice.

### **The impact**

The impact of this curriculum design will lead to good progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Barley and Barkway Federation reaching at least age-related expectations for History. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including photographs, pupil voice and their work. The impact of the curriculum will ensure that children at Barley and Barkway Federation are equipped with historical knowledge and skills that will enable them to be ready for the curriculum of upper Key Stage 2 and beyond.

### **What are your subject's strengths/areas to development –**

Strengths:

- Children's knowledge is building year on year.
- Children can remember their learning from previous years.

- Children are enjoying the history curriculum.
- Parents can discuss history learning with their children at home and are given ideas to support their learning through the weekly class newsletters.
- Children are confident and proud to share their learning with their peers.
- Use of worksheets is lower than in previous years.
- There is evidence of differentiation in workbooks.
- The use of timelines is evident, either in classrooms or in books.
- Children and teachers will be able to observe and (preferably) handle genuine artefacts from the period being studied.

#### Areas to Develop:

- The History Subject Lead will meet with an advisor from Herts for Learning to discuss and review the curriculum design, with a focus on impact, inclusion of local history opportunities and diversity, such as ensuring we develop a well-rounded balanced curriculum that contains a fair coverage of Black history.
- Future staff meeting to include sessions of effective History CPD and standardisation opportunities for teaching staff to ensure high levels of confidence and knowledge are maintained.

### **How your subject is monitored**

We monitor this subject through termly lesson observations, book looks and pupil voice.

### **How is your subject taught in EYFS**

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families, and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing the passing of seasons and time and looking at photographs of their life and of others. Teachers and Learning Support Assistants encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What is different?' They promote use of language relating to time in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

### **How are SEND and PP children supported in your subject**

We ensure that all children are always encouraged to do the best they can, and we understand that this may look different for every child. Teachers take SEND, PP and EAL children into account when planning their lessons and will:

Differentiate the work where possible

Allow children to demonstrate their knowledge and understanding of a subject in mediums other than writing such as verbal responses, drawing and drama.

Stop at regular intervals in the lesson to check the children's understanding and address any misconceptions.

Know that they may need to deliver the information more than once to SEND, PP and EAL children to help support their understanding.

Give the children clear success criteria to achieve the learning objective with different elements of independence. Teachers understand the benefits of working in focus groups with these children as well as mixed ability groupings and peer support.

Provide children with visual aids such as widgeit symbol picture mats to help them with their understanding and retrieval of key topic words.