

## Subject Key Summary Points

Subject	History
<b>Overall Curriculum</b>	<p>The National Curriculum's 'Purpose of Study' and 'Aims' are as follows:</p> <p><b>Purpose of study</b></p> <p>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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p><b>Aims</b></p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
<b>Pedagogy</b>	<p>At Lew Trenchard, we use the National Curriculum scheme of work as the basis for our planning in history, but we have adapted this to our local context, building on the successful units of work already in place. Progression is planned into the scheme of work, so that the children are increasingly challenged in their understanding of our key concepts as they move through the school. History teaching focuses on enabling children to think and investigate as historians as well as gain a greater understanding of history as a subject discipline. History units are planned by the History Subject Lead and adapted by class teachers. Our sequences of history learning involve:</p> <ul style="list-style-type: none"> <li>• Exploring the historical context and chronology of the unit. Establishing an enquiry question. Learning key vocabulary and facts from a knowledge organiser.</li> <li>• Historical enquiry lessons teaching knowledge and our key concepts, all of which are underpinned by chronology. Pupils make use of the facts they have learned, practice enquiry-based skills and make links to previous learning.</li> <li>• Outcome of the unit. Pupils are able to answer their enquiry question.</li> </ul> <p>We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given. A variety of teaching approaches are used:</p>

	<ul style="list-style-type: none"> <li>• Teacher presentations, story-telling, drama, role play, guest speakers</li> <li>• Quizzes</li> <li>• Discussions and debates</li> <li>• Individual and group research, investigating artefacts and sources of evidence</li> <li>• Fieldwork, visits to museums and historical sites</li> </ul>
<b>Assessment</b>	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.</p> <p>Assessment focuses on pupils':</p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Knowledge and interpretation of events, people and changes in the past.</li> <li>• Skills of historical enquiry.</li> </ul> <p>Pupils' substantive knowledge i.e. key facts and dates, is assessed at the start, middle and end of a unit through quizzing. A KWL exercise is also used to gather pupils' knowledge at the start and end of a unit. Disciplinary knowledge i.e. how the pupils make use of the facts and skills they have learned, is assessed by their ability to answer the enquiry question set at the start of the unit. We assess this in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>• Essay questions</li> <li>• Digital or spoken presentations</li> <li>• Living museums, parental engagement events</li> </ul> <p>Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.</p> <p>At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teaching staff are provided with a skill assessment sheet which, when completed, indicates the children who have met, have not met or have exceeded age-related expectations for that historical focus. We pass this information on to the next teacher at the end of the year.</p>
<b>Culture</b>	<p>History teaching in our school is about developing investigative enquiry skills as well as developing a broad substantive knowledge base. Along this increasing knowledge base, the children gain a greater understanding of history as a subject discipline. Throughout historical learning, pupils develop a sense of personal identity and an understanding and respect for other cultures and points of view. Children also learn to understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage. It helps them to appreciate the problems of the past and how attempts were made to deal with them. It provides an opportunity to understand the bearing that the past has on the present, and the future. To be a good historian, children need to know about sources, to gather evidence and to reflect critically on the material they have gathered.</p> <p>History strongly supports the development of our ethos as a church of England school. In our teaching of history, we contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and</p>

	<p>the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions. History is also used as a tool to stimulate critical and creative thinking skills, it also improves communication skills and helps children learn to co-operate with others in a community of enquiry. Our enquiry questions provide a stimulus for further investigation, thereby extending and deepening children's ideas through open-ended dialogue.</p>
<b>Systems</b>	<p>The school follows the National Curriculum (2014) and teachers use planning created by the subject lead for the basis of their lessons. This is supplemented with other resources and materials for example: Mr T does Primary History, Historical Association. Technology also plays a key role in enhancing our History curriculum. It supports the exploration of historical sources and artefacts within apps, aids the development of chronological awareness and is a medium for pupils to use to show what they have learned.</p> <p>Substantive knowledge – the historical facts we teach that form the narratives of the curriculum- is given to children through a knowledge organiser, which they learn at home and in school. Quizzes and games in class support the learning of these facts and dates.</p> <p>Disciplinary knowledge – how pupils make use of the facts that are learned – is taught through our enquiry-based lessons, with our key concepts at the heart of our history curriculum. Teachers develop pupils' deep understanding of historical concepts and how they relate to the discipline of history: Significance, Cause &amp; Effect, Interpretation, Similarities and Differences, Source and Evidence. Our aim is for pupils to use these concepts and skills actively in finding out about the past and explaining what happened. Opportunities to develop these skills are built into every unit.</p>
<b>Policy</b>	<p><a href="https://www.lewtrenchard.devon.sch.uk/web/teaching_and_learning/439282">https://www.lewtrenchard.devon.sch.uk/web/teaching_and_learning/439282</a></p>

<b>Perceptions</b>	<p>The monitoring of the standards of children’s work and the quality of learning and teaching history is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of history and the broader curriculum in the school.</p> <p>Monitoring shows:</p> <p><b>At the last history pupil survey:</b></p> <ul style="list-style-type: none"> <li>• I know what I am learning about in History and Geography : <i>We have been covering London, landmarks and trade in the country and counties. Settlement and trade on and around the River Thames linking history and geography over different periods of time. We have been looking at cities and location. We have been learning about maps and compasses Maps are for looking at houses. The sun rises in the east and sets in the west (dawn and dusk) Normans and Egyptians Isambard Kingdom Brunel Mayan civilisation Devon and Cornwall miners Romans. I love History</i></li> <li>• All children very enthusiastic about geography/history. They all new exactly what they are learning in class.</li> <li>• I know what my next steps are in History: <i>Skimming through info to find the facts you want for writing key information. Times lines for chronological ordering</i></li> <li>• I know when I am doing well in History: <i>End of unit quizzing, Verbal feedback, Peer feedback, Written feedback less due to less marking.</i></li> <li>• What is the best part about History lessons? <i>Learning new things every week. Really interesting. We get to use different apps (computing)Kahoot, Google Earth and Digimaps, BBC Bite size, Oddizzi, TigTag, PowerPoint and Chatterpix</i></li> </ul>
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