

Subject	History
<p>Overall Curriculum</p>	<p>AnDaras has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>Purpose of study 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><u>Our curriculum for history aims to ensure that all pupils:</u></p> <ul style="list-style-type: none"> • become enthused and interested about the study of the past. • 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 • 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 humankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire,’ ‘civilisation,’ ‘invasion’ and ‘influence’ • 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 • 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 gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales
<p>Pedagogy</p>	<p>Our history curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE, and SKILLS. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is</p>

fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.

At Lew Trenchard, we use the David Weatherly- Connections 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:

Wisdom

Children's wisdom is developed in the following ways:

- Taking part in debates linked to the historical themes and concepts studied.
- Using class discussions to explore historical events and perspectives.
- Through learning how to make contributions to topics under discussion – evaluating evidence, justifying opinions.
- Teaching focuses on enabling children to think and investigate as historians.
- Making real and informed choices about learning e.g. Why has this event in history been recorded in this way? Is the evidence trustworthy?
- Making connections between key concepts – using prior learning to make and secure these links.

Knowledge

Children's knowledge is built through:

- Exploring the historical context and chronology of the unit.
- Establishing an enquiry question.
- Learning key vocabulary and facts about the period of history from a knowledge organiser.
- Historical enquiry lessons teaching knowledge and our key concepts, all of which are underpinned by chronology.

Capabilities

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:

- Teacher presentations, storytelling, drama, role play, guest speakers
- Quizzes
- Discussions and debates
- Individual and group research, investigating artefacts and sources of evidence.
- Fieldwork, visits to museums and historical sites

	<ul style="list-style-type: none"> • Pupils make use of the facts they have learned, practice enquiry-based skills and make links to previous learning. • Outcome of the unit. Pupils are able to answer their enquiry question.
<p>Assessment</p>	<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>Assessment focuses on pupils’:</p> <ul style="list-style-type: none"> • Chronological understanding. • Knowledge and interpretation of events, people, and changes in the past. • Skills of historical enquiry. <p>Pupils’ substantive knowledge i.e. key facts and dates is assessed at the start, middle and end of a unit through questioning. 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"> • Essay questions • Digital or spoken presentations • Living museums, parental engagement events <p>Formative</p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils’ progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, TA feedback and pupil self-assessment. Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</p> <p>Summative</p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria and recorded annually on iTrack. Pupils produce an outcome to demonstrate their unit learning. 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. Reports to parents are given via parent meetings and pupils’ attainment is reported via an annual report.</p>

<p>Culture</p>	<p>History is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge, and skills.</p> <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 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>
<p>Systems</p>	<p>The school follows the David Weatherly Connections Scheme of learning which covers all the objectives of the National Curriculum (2014). It supports the exploration of historical sources and artefacts, 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 these scheme topics. 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.</p> <p>Teachers develop pupils’ deep understanding of historical concepts and how they relate to the discipline of history: Significance, Cause & 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>
<p>Policy</p>	<p>Through our teaching of geography, we aim to ensure all pupils:</p> <ul style="list-style-type: none"> • develop a fascination and curiosity of the world. • develop and practice geographical skills and fieldwork. • Identify and acknowledge physical and human features. • Understand and use a range of geographical vocabulary correctly. • Increase their knowledge of our world by being able to name and locate areas around the world.

https://www.lewtrenchard.devon.sch.uk/web/curriculum_end_points/623879

Perceptions

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. The school governing body is briefed to overview the curriculum offer in the school.

Monitoring by SL and academy audits shows the systems are strong. Pupil conferencing has shown that pupils are able to articulate their learning across History and demonstrate a good understanding of the themes covered.