

Subject on a page

History



Intent- we aim to:

Deliver an exciting and engaging curriculum which deepens children's knowledge of key events and the achievements and experiences of individuals and groups.

To enable pupils to develop knowledge and skills in building a chronology about the world we live in today, where we can learn from things that have happened in the past.

To develop pupils' abilities to connect, critically reflect upon, question, research, evaluate and apply their learning to their own growing understanding of history, of themselves, the world and human experience.

Develop children's understanding of concepts that run through different historical time periods, events and connect people through history.

Plan and teach lessons which allow children to respond in ever-increasingly creative ways.



Implementation- how do we achieve our aims?

Subject Delivery

We fully cover the requirements of the National Curriculum, and also go over and above with our local history units. We alternate between history and geography teaching, teaching for between 90 minutes and 2 hours a week. We ensure that each subject gets equal coverage over the year. We also arrange educational visits connected to History units, these being in addition to the curriculum time devoted to the subject.

Curriculum Resources

We have developed our History scheme over a number of years. Some units have been adapted from Historical Association resources, and some such as our local history units have been written with support from experts such as Calderdale Industrial Museum. Our history lead regularly attends History Network training and disseminates this to other staff members in curriculum staff meetings. Our History progression map clearly sets out the essential knowledge we expect our children to have; vocabulary we want them to use and skills we want them to develop. Across the school, children have access to a wide range of resources and artefacts to support the teaching of History.

Core Concepts

Running throughout our History curriculum are a number of core concepts we believe to be integral to the teaching and learning of History. We want our children to build up their conceptual knowledge about history, understand the links across different historical periods, events and people, and know more, understand more and retain more about these key concepts.

Core Concepts



Local Significance



Society



Empire



Equality



Settlement



Trade



Assessment

In History, assessment is ongoing. Frequent opportunities are planned for the children to demonstrate what they have learned. In History this may take the form of a quiz, quick retrieval questions at the start of a lesson, or peer assessment used in conjunction with the unit's knowledge organiser.

In addition to formative assessment opportunities, teachers may plan end of topic tasks which allow the children to demonstrate taught skills/knowledge/vocabulary. These may take the form of a focused piece of writing constructing an answer to the overarching unit question. Unit overviews have been created that give examples of outcomes for working towards age related expectations, working at expectations, and working above expectations for each unit – these are shared with the children at the beginning of each unit and help us to ensure that our judgements are valid.

Marking and feedback relates to the Key Question of the lesson. Spelling/grammatical errors may be highlighted depending on the ability of the child, but the purpose of marking/feedback is to deepen children's understanding of the content.

Inclusion

Children are given support where necessary so that every child can access the given tasks in History. Where needed, extra support may be offered to ensure that children can access the task – working with an adult or peer, support given with reading and transcription, or extra resources provided eg. a timeline with a little more information to help them get going.

Strategies such as pre-teaching relevant vocabulary or providing a word bank help children who have language-based barriers to access the same work as their peers. We have lots of physical resources to help children work practically, for example interactive timelines and physical artefacts and try to include opportunities such as visits and workshops to help children to access this subject.

Cultural Links

Because most of our pupils are of White British ethnicity, we are keen to develop children's knowledge and understanding of other cultures and build up understanding of how people of different races and heritage have contributed to British history. We have used a diversity focus with themed days and staff meeting time to up skill and educate our staff on lesser known, more ethnically diverse significant people that have contributed to the historical period or event that the children are studying to ensure that our curriculum planning maintains a more balanced focus. Additionally, we ensure that the achievements of women through the ages are reflected in the units we teach and ensure the children know how society has not always been equal throughout history. Equality is one of our core concepts in History to ensure that children build up their conceptual understanding that the world has changed through history towards more acceptance of diversity and how it is important to recognise individuals through history that have contributed to this.

Enrichment

Teachers organise many trips and experiences that link to the children's historical learning. Visits to places such as Thackray Medical Museum, Jorvik Viking Centre, the Industrial Museum and the Imperial War Museum all provide valuable learning experiences as well as being thoroughly enjoyable and memorable days. In addition to this, children can take part in workshops with historical experts bringing artefacts and activities into school take place, with themed history days that help the children to deepen their understanding.

Enhancement

Holding the 'Triangle School Museum' has provided a great learning opportunity for children to find out more about and appreciate the importance of the different roles within a museum, and to showcase their learning for other children, parents, and visitors. Becoming the 'expert' and sharing their learning with others has been a great experience and motivates the children to have pride in their work and knowledge. It also helps the children to appreciate the cultural importance of the work that museums do and how they contribute to historical education.