



## Edward Feild Primary School HISTORY in a Nutshell



<b>RESEARCH</b>	Research suggests that through history, children come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. Adequate curriculum time is a prerequisite for the delivery of a broad history curriculum. Ofsted's previous research has highlighted the negative impact of limited curriculum time on the quality of the history curriculum in schools. Research also advocates that pupils' disciplinary knowledge can also be assessed by their response to outcome tasks. These tasks are a powerful learning tool: they require pupils to connect and transform knowledge to form arguments. This develops pupils' substantive knowledge of a period but also their disciplinary knowledge of how arguments are constructed and communicated.
<b>VISION</b>	<p>At <b>EFPS</b>, our vision is to provide children with an engaging History curriculum that develops an understanding and awareness of the past and chronology. Children will appreciate how history has shaped the present and how it influences the future.</p> <p>Our aims are to ensure that all pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past. They are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children begin 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.</p>
<b>CURRICULUM</b>	At <b>EFPS</b> , we ensure our history lessons cover the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the areas of history identified in the curriculum and is enhanced by our local area. Our lessons aim to develop children's curiosity and a fascination of learning about and from the history events, people and changes in the past. They will have the experience of investigating and interpreting, developing chronological understanding; and presenting, organising and communicating their knowledge and understanding. Through a range of motivating and engaging activities, trips and visitors, <b>oracy</b> opportunities encourage children to question, respond, debate and reflect on life in the past, and therefore develop learning for life.

## IMPLEMENTATION

In Reception you will see history embedded throughout the year under the heading of Understanding the World. Our aims are to ensure that all pupils understand the world, people and communities. They will talk about the past and present events in their own lives and in the lives of family members, including the human life cycle and birthdays. They will know about similarities and differences between themselves and others, and among families, communities and traditions so that they understand their role in society, for instance comparing Christmas and Chinese New Year. Children will learn the similarities and differences between things in the past and now, drawing on their experience such as visiting Kidlington to compare houses and amenities now and in the past. They will understand the past through settings characters and events encountered in books read in class and storytelling.

Throughout KS1 and 2 teachers plan a cycle of 6 lessons for each topic, which carefully provide progression and depth. In **KS1**, we have designed a curriculum that enables pupils to grasp the difficult concept of the passing of time, with a balance between learning about the world around them and their own living memory, as well as events that go beyond living history. In **KS2**, units are set out in chronological order to allow children to make connections in times and places and secure their mental timeline. LSK2 pupils learn about prehistory through to the bronze age, working in chronological order then progress onto more modern history. In UKS2 pupils embed chronological order from ancient to modern history, securing their mental timeline and embedding and relating developments, events and periods to a broader framework, giving a coherence of knowledge.

All children expand on their skills of interpreting and investigating historical information, understanding chronology, and presenting and organising historical understanding. Across the whole school, children have a range of opportunities to experience history through visits and visitors, engaging tasks beyond the classroom. We know that pupils are best able to learn enabling knowledge when it is taught through repeated encounters with meaningful examples. Opportunities are given for incidental learning through the selection of appropriately challenging texts.

Oracy opportunities are planned for in each lesson; children are challenged to give their answers in full sentences and regularly encouraged to use historical vocabulary. Key vocabulary is explicitly taught in each lesson, to be used by children to deepen their historical knowledge. Higher level questioning is used to ensure all children, and particularly children exceeding in history, are regularly challenged to justify answers and therefore develop a

	<p>deeper contextual understanding. Prior learning is considered, and revision of facts and prior learning are built into lessons. Oracy opportunities develop pupils' historical knowledge and their historical analysis simultaneously.</p> <p>Resources from the History Association, KS2 History and Rising Stars are used to enhance and support planning.</p>
<p><b>LEARNING ENVIRONMENT AND RESOURCES</b></p>	<p>When entering a History lesson at Edward Feild, you will see:</p> <ul style="list-style-type: none"> <li>• Pictorial images/photographs and historical artefacts are used regularly in every classroom.</li> <li>• Relevant historical vocabulary displayed to refer to, spoken and used by all learners.</li> <li>• Links made to previous topics taught to develop and support their long-term chronological memory and mental timeline.</li> <li>• Trips and visiting experts who will enhance the learning experience and offer further oracy development opportunities.</li> <li>• Children working collaboratively with talk partners supporting each other, speaking in full sentences and posing questions to justify and explain. Planning ensures that both men and woman are studied, with a diverse focus.</li> </ul>
<p><b>ASSESSMENT</b></p>	<p><b>Key questions</b> are built into lessons to identify misconceptions and next steps in learning.</p> <p>Child-led assessments such as <b>success criteria</b> grids are used.</p> <p><b>KWL grids</b> (what I know, what I want to learn, what have I learned)-initial assessment as a whole class, before a history unit.</p> <p>KWL grids used as an individual assessment after the unit was taught.</p> <p><b>Summative assessments</b> (planned tasks) aimed at targeting next steps in learning.</p> <p>All children in the school will be able to speak confidently about their history learning, skills and knowledge.</p>
<p><b>FEEDBACK</b></p>	<p><b>Verbal feedback by teachers</b>-with a focus on use of technical vocabulary and oracy, talking in full sentences.</p> <p><b>Verbal feedback by pupils-Peer assessment</b>-children use Success Criteria to help their peers identify next step in their learning, explaining why</p> <p><b>Self-assessment-using Success Criteria</b></p> <p><b>Mid-lessons feedback by teachers and pupils</b>-using Airserver or examples of children's work-teachers address misconceptions, correct learning or plan learning for next lessons</p> <p><b>End of lessons-reflections on learning</b></p>

**IMPACT**

The impact of planning and teaching the detailed, oracy-based sequence of lessons is to increase the profile of history. Children will develop their mental timeline through the coherent links made between past and present learning. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and wider community engagement will be enhanced, encouraging all to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment and summative assessments aimed at targeting next steps in learning.