



Glen Hills Primary School

History

Statement of Intent

Intent

Rationale

At Glen Hills we teach history that is relevant to our pupils both in local, national and world history aspects. The study of history and the Glen Hills history policy clearly states that learning about the past helps children in our care make sense of today's world. Therefore, our aim here is to 'arouse and develop pupils' interests in the past, ask questions and find out the answers! We aim to help them see how the present is affected by the events in the past and to develop their understanding of other cultures. It should inspire pupils' curiosity to know more about the past. We emphasize British values as the key aspects of learning of history at Glen Hills as well as developing the pupils' character muscles, such as, empathy, curiosity and respect.

The history policy clearly states the aims of the teaching of history:

- To promote enthusiasm for the enjoyment of history.
- To teach, in a variety of ways the content contained in the schemes of work.
- To incorporate the New National Curriculum into the history already taught at Glen Hills.
- To provide first hand experiences wherever possible, e.g. visits to historical places, re-enactments and artefacts. Also the use of ICT/ the internet helps enhance and provide up to date historical information to ensure a lasting interest and enjoyment of history and learning about the past.

Enthusiasm for history is promoted through the themes studied and annual history days as well as history ambassadors who promote the subject.

All children have access to the history curriculum (as stated in the history policy) through careful planning (MVA, SEN/inclusion) and the subject is taught in a variety of teaching and learning styles which include kinaesthetic, creative, visual and auditory.

As stated in the new National Curriculum 2014, chronological understanding, knowledge and interpretation as well as historical enquiry, organisation and communication are all mapped out to ensure that pupils build on secure prior knowledge and the key elements of history teaching at Glen Hills.

At Glen Hills we develop a sense of chronology within each topic and the topics taught in each year group. This includes timelines, discussions within the teaching to secure knowledge and understanding of British, local and world history.

The reason for the order of historical teaching at Glen Hills is as follows:

- It is relevant to the pupils as local sources are used

to develop enthusiasm for history and learning about the past.

- Local places like Beaumanor Hall (a Victorian house), Rockingham Castle, Stonehurst farm, Richard III centre, Jewry Wall and the Battle of Bosworth centre are used as resources to enhance the knowledge of local and national history.
- Local people come into Glen Hills to teach about WW2 and the 'Up An At 'Em' team annually come to take a history days, bringing artefacts and a wealth of knowledge to promote and enhance history here.
- Teachers have an in depth subject knowledge of the topics taught and use relevant artefacts/sources which have been purchased/brought into school to enhance the historical learning experience of the themes.
- Cross-curricular links are an essential part of the teaching of history at Glen Hills. The activities completed by the pupils show progression of historical skills as well as other aspects of learning to enhance and promote enthusiasm when learning about the past.

Coverage

In KS1 Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They create timelines to help them know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They use a range of sources to develop their understanding of key features of events. In order to ensure this progression pupils are taught about changes within living memory and extend to go beyond the living memory. For example, they are taught about the Great Fire of London, as well as the lives of significant individuals in the past who have contributed to national and international achievements. A good level of challenge and differentiation where appropriate is used as evident in planning and through books. They also use local links to inspire the children, this helps to allow the children to remember and gain first hand experiences of the historical knowledge acquired.

In KS2, the pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Through their thinking of the cause and consequences of people and events on Britain and the world today, they devise historically valid questions and construct informed responses, using a variety of sources and their historical interpretation and enquiry of this. They use their organisation and communication skills, to display the deepened knowledge gained, to meet the needs of the end of key stage National Curriculum expectations.

A good progression of skills and vocabulary can be seen through the progression map and planning, which has been created by teachers, as well as the subject coordinator, to provide a high quality of history education.

Inclusion/Reading

All pupils are able to access the history curriculum with it being suitably challenged to deepen learning for all. They are all given equal access to the curriculum and a variety of sources are used in order to allow this to happen. Differentiation is therefore often by outcome, although

may be seen through at least two levels of work available. There is also support provided through peer/group work, as well as, additional teacher and teaching assistant support within the classroom.

Sequence

Chronological order is taught within topics, encouraging pupils to remember significant dates and the order of events, people and objects. It also allows for them to know the past is divided into different periods of time. Topics such as Remembrance Day and WW2 are taught in the Autumn Term, as this is more appropriate to the children and more relevant at this time of year. This allows them to use their 'empathy' character muscle to engage with the topic better ensuring deeper knowledge and enjoyment by them. The planning and books show the topics taught are sequenced in a way to allow children to develop a logical understanding of the topic and their chronological understanding.

Ambitious

The curriculum at Glen Hills is taught in a variety of ways with many local links used in order to try and make the pupils historical knowledge gained more realistic and relevant to them. Pupils enthusiasm is greatly increased through visits to local places like Beaumanor Hall (a Victorian house), Rockingham Castle, Stonehurst farm, Jewry Wall and the Battle of Bosworth centre. Local people come into Glen Hills to teach about WW2 and the 'Up An At 'Em' team annually come to take a history days, bringing artefacts and a wealth of knowledge to promote and enhance history here. Children are being taught a broad and balanced curriculum, so deepening their existing knowledge and gaining more through the experiences given to them, bring the history curriculum to life through re-enactments and artefacts shown and create by the teachers and pupils.

Implementation

Teaching

At Glen Hills, to ensure a high standard of teaching and learning we implement a curriculum which is progressive throughout the whole school. We have included aspects of the National Curriculum into the content being taught already, in order to ensure chronological understanding, knowledge and understanding, historical interpretation and enquiry and organisation and communication is a clear emphasis. History is taught in each term for most year groups where appropriate for the children. The planning and delivery of the curriculum objectives are consistent with planning, as observed through the planning and book scrutinies. This is adapted for the needs of the children and annotated if needed. Teachers are in constant communication with the history coordinator to ensure the correct delivery and expectations are met when teaching and subject knowledge is developed if needed.

Every lesson starts by revisiting prior knowledge. This is constantly reviewed even after a gap in teaching history to recap and check retention of facts by teachers. Learning will be supported through the use of knowledge organisers to help retain new facts and vocabulary in their long-term memory. Classes will display timelines as a visual aid to put new learning into context and

develop their chronological understanding. The use of artefacts, various sources and enrichment activities are used to strengthen teaching at Glen Hills. There are a range of teaching styles used as well as practical activities, which allows all children to thrive and explore history in a way that promotes their curiosity character muscle. All children will be challenged during history lessons. Those children who demonstrate a secure understanding of the lesson objectives will be challenged by deeper tasks to allow them to analytically analyse their knowledge further through devising and responded to questions posed, developing their knowledge further. There is also a good level of cross-curricular work, also evident through book scrutinies, with strong links with Literacy enabling further contextual learning.

Assessment are based on teacher assessment and recorded on Otrack twice a year, which is then reviewed by the coordinated and issues are acted on to try and enhance the teaching of history for the pupils.

Impact

Pupils at Glen Hills are extremely enthusiastic about history and show they are curious to know more about the past which is shown through work presented, displays seen around the whole school, excitement in the lessons and questions they ask to find out more. Teachers use a start of topic and end of topic assessment to review learning showing how much knowledge children have gained from the topic. The children are also able to see this and helps with their self esteem character muscle. Teachers effective use of marking including feedback comments and moving on comments show constant checking of pupils' understanding and that learners have developed knowledge and skills needed for the next steps in education. Pupils are able to make links to local, national and world history. They know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They understand historical concepts such as cause and consequence, similarity, difference and significance, and use them to make connections, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. They have also used historical perspective by placing their growing knowledge between short and long-term timescales, so aspects of the National Curriculum are met.