

## Clarice Cliff Guide to History

### Intent - The Why

'History is more than simply looking backwards and studying the past – it is also about critically engaging with the present and the future. It is about individuals, families, nations and the global community.' (A. Whitelock, 2015)

Our history curriculum is designed with this philosophy in mind, studying the past to prepare our pupils for the future. Supporting our whole school ethos developing our pupils' social and moral development, each topic explores different time periods through our '5 big ideas' and a group of disciplinary skills that allow pupils to learn key knowledge while reflecting upon wider issues that demand a more critical approach and a deeper understanding of how past issues continue to shape our culture today. Our pupils reflect upon the achievements of significant people and events in our local area and the impact these have had on their community. Both British and World history are taught chronologically, with explicit connections being made between key events that were taking place in the wider world at the same time as in Britain. Our curriculum has been carefully planned in line with the National Curriculum guidance to offer opportunities to develop the wide range of disciplinary skills pupils need to be confident and knowledgeable historians.

### Implementation – The How (*\*including how/when we assess*)

#### What do we use to support our curriculum delivery?'

The history curriculum is carefully planned around disciplinary and substantive concepts that build upon each other throughout a child's journey from EYFS to Year 6. Disciplinary concepts support teachers in how children learn historical knowledge. These are the skills children need to develop to become a good historian.

All topics from Year 1- Year 6 are part of a specific Substantive concept. These include: Technology, Exploration and invasion, Conflict and disaster and Power. Through the different concepts children will build their knowledge of history through 6 week topic blocks that include 5 lessons of substantive knowledge (The 5 big ideas) and then an assessment of their understanding called the Big Outcome. Success criteria will be used in each lesson to include key knowledge and at least one key focus on a disciplinary skill e.g chronology, significance, cause and effect or using sources. The Big idea from the lesson is then also revisited in a retrieval task in future lessons.

Detailed Medium term plans provide teachers with a discrete lesson objective, the key essential knowledge for the lesson, skills used in the lesson and a what this should look like section to ensure consistent delivery across the two year group classes. Each unit has information about prior and future learning that fits with the topic to show where it fits in the children's learning journey. Each unit is built up of 6 lessons leading to a BIG OUTCOME activity in response to the topics overall enquiry question.

#### Daily

- Children discuss historical links to literacy texts taught in class or read during DEAR.
- Children discuss current local, national and international issues/celebrations during whole class worship that may lead to discussions about historical context and past experiences.

#### Weekly

- Weekly whole class lessons.

- Recaps from previous lessons, terms and years are included in lessons.
- Teachers focus on at least 1 disciplinary historical skill each lesson which is shared with the children at the beginning of the lesson. Children are also encouraged to identify if they think they have used any other historical skills at the end of the session.
- Children are given opportunities to share knowledge verbally in active discussion to develop the understanding of vocabulary needed to speak confidently about the substantive concepts.
- Teachers to use TLAC methods to form ongoing assessment for learning every session. This helps to inform the next lessons 'Think back questions'. To ensure a good recall of substantive knowledge.

### Half termly/Termly

- Teachers deliver lessons in line with the '5 big ideas' and planned lessons as set out in the MTP's. The substantive and disciplinary skills used in each lesson can be found on the MTP to help teachers ensure they are delivering the curriculum consistently across year groups.
- Each unit is built up of 6 lessons leading to a BIG OUTCOME activity in response to the topics overall enquiry questions. The BIG OUTCOME should give children opportunities to produce longer pieces of writing in response to what they have learnt. They should use knowledge recorded from previous sessions to build their responses to a range of questions. Adaptations should be made for reasonable adjustment so all children can engage and achieve in the BIG OUTCOME task.

### Assessment for Learning

- All lessons start with recall. 'Think back slides include a lesson/week/ term and year question to help bring prior knowledge back into children's working memory. Misconceptions are addressed by the staff and then revisited in the next 'Think back slides' to ensure the knowledge is now embedded.
- In lessons Staff use a range of TLAC methods consistently used across all lessons to actively assess learning including cold calling, show me boards, think, pair share and stop and jot.
- Children are encouraged to assess their own learning through reflecting on the lessons success criteria. Teachers will then also put their assessment of the child's understanding through active marking and ticking the success criteria. Common areas of misconception should be swiftly dealt with through active marking and lapping. These could then be used to inform future think back questions or cold calling questions in the lesson.
- The subject leader completes a learning walk once every term to certain year groups to ensure the curriculum is being taught in line with the medium term planning, is consistent across both year group classes and to give support to staff who may want to develop their understanding or delivery of history. (Termly)
- The subject leader will rag rate book responses in line with medium term planning to ensure high quality outcomes, quality resources, adaptive strategies are being used and children are being given opportunities to apply knowledge to longer written responses. (Termly)
- The subject leader will complete pupil voice interviews with a small group of children half termly from chosen year groups to assess understanding of concepts learnt, ability to orally talk about their history learning journey, their enthusiasm for learning and to assess understanding of key vocabulary. (Termly)
- Each unit is built up of 6 lessons leading to a BIG OUTCOME activity in response to the topics overall enquiry questions. The BIG OUTCOME should give children opportunities to produce longer pieces of writing in response to what they have learnt. They should use knowledge recorded from previous sessions to build their responses to a range of questions. Adaptations should be made for reasonable adjustment so all children can engage and achieve in the BIG OUTCOME task.

### What this looks like in Early Years

History is taught through the understanding of the world section of the EYFS statutory framework. Children explore the concept of 'past and present' through exploring and discussing about the

people around them, their communities, their own experiences and explore the similarities and differences between modern day and events in the past. Children experience different settings and characters from the past through a range of stories and role play opportunities.

Understanding of the world is taught explicitly once a week through the current EYFS curriculum driver. It is then independently explored through continuous provision activities. Evidence of understanding is collected through photos, pupils' voices and examples of pupils' work that is gathered in the class's curriculum floor book. Subject shield stickers are used to mark where different foundation subjects have been covered. It does not follow the same 6 week block, every term delivery pattern as the KS1 and KS2 curriculum but is spread across the terms when experiences, topics, stories and celebrations provide the best quality learning opportunities.

### Where will you see and find evidence of our learning?

History is taught half termly, consecutively after Geography, three times a year. We record our written responses in our green Humanities workbooks. This should include timelines, responses to secondary and primary sources and shorter and longer written responses. The subject leader will look at workbooks, lesson plans, conduct learning walks and engage in pupil voice interviews to get a full picture of the learning across Coop Academy Clarice Cliff.

### What is our approach to SEND and Greater Depth?

#### SEND

Our provision for pupils with SEND in primary history involves adapting the implementation of the curriculum and classroom environment to ensure equal access and engagement for all, using a range of strategies such as visual aids, repetition of key words and concepts, multi-sensory activities and adaptive teaching strategies. Using the provision mapped out below, our history teaching ensures pupils with SEND access the same high quality, ambitious curriculum as their peers. Effective scaffolds and adaptations enable all children to access the rich challenges and deeper thinking opportunities sequenced within the curriculum offer.

Subject challenges for SEND	Provision for SEND
The ability to explain a historical concept/provide reasoning to explain a thought or opinion.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.
The ability to recall basic historical information e.g. the start and end date of WWII.	Planned retrieval questions at the start of every lesson for the 5 big ideas. The use of 're-caps' at the Beginning lessons informed by previous gap analysis should revisit objectives children are not secure with.
Reading/studying of case studies/historical artefacts.	Use shorter texts which are comprised of less complex, phonetically decodable sentences that can be dual coded. Share information in different ways e.g. via a BBC Bitesize video rather than a written text. Allow children to explore physical artefacts
Understanding of subject specific vocabulary.	Subject specific vocabulary and definitions are covered at the beginning of every lesson. Dual coded word banks used to demonstrate the meaning of a word

	in a historical context.
The ability to sequence historical events in chronological order.	Draw children's attention to the place value of numbers in order to aid understanding of the chronology of a year e.g. '1764 has fewer hundreds than 1906 therefore this event must have happened earlier.' Refer to whole class, historical timelines and individual timelines which recap prior year group's learning in order to aid understanding of the chronology of key historical events.
Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format, enabling children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing thoughts and opinions in an alternative way. Allow children processing time when asking them a direct question - stop and jot to pose a question and pause for thinking time, write down ideas then share.
EAL pupils may find it difficult to access resources/learning.	Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Dual coded word banks and resources to support understanding.

### Greater Depth

Our curriculum design ensures pupil's knowledge in strands such as continuity and change, similarity and difference enables meaningful opportunities for deeper thinking and greater depth that are sequenced and asking them to make connections with prior learning. To make this more explicit we have used Bloom's taxonomy to provide opportunities for a wide range of thinking skills.

For each lesson, a greater depth task is designed that pupils can access once they are secure in the knowledge for that lesson (remember and understand) .These are based on the skills of 'apply, analyse, evaluate, and create. For example; The statement 'Medieval London was more advanced than Ancient Baghdad' Do you agree or disagree? Can you give examples? At the end of each unit, all children are given the opportunity to complete summative assessment tasks which use the same model as these greater depth tasks.

### Impact – The So What

By the end of their history learning journey, pupils will be secure in the knowledge and skills they have learnt and be able to link this information together to build a detailed, wider picture of the time period they have studied. As they move through the school, they will build a secure chronological understanding of where each time period fits in the human history timeline and be able to describe which civilisations existed around the world alongside that same time period in British History. Our pupils will be able to construct well thought-out responses to each topic question, drawing upon their evidence from their research and key knowledge. Children's work will represent their ability to communicate their understanding through class discussions, oral and written presentations and high quality pieces of work. Above all, key knowledge and skills will be retained as children progress through the school, transferring these across topics and subjects .

## Cultural Capital and Enrichment

We want our pupils to be proud of their local area and understand the significance of the history surrounding the Potteries and how this has shaped the present and will continue to shape the future of Stoke-on-Trent. With this in mind, we have designed topics across each Key Stage that provide pupils with the opportunity to study the pottery industry through local history, learning about important local pottery manufacturers and how our local area has been influenced by this industry over the years. We also look at the impact of coal mining in the area.

Children are given opportunities to go on trips and to have visitors come into school to give children real life experiences and deepen their knowledge. Our school library is open to parents to borrow books for the children to widen their knowledge. Our wonderful library has a section dedicated to history texts that children can explore. To raise the enthusiasm and interest of the subject a History club is run for a term, once a week, by the subject leader.