SUBJECT ON A PAGE

History

At Green Ridge, we understand that History is always being made and that it is always being written. It is our role to showcase key events from the past and link this to children's lives. How the past affects the present and the future and how we can use this to learn lessons to not repeat the failures.

Intent – what we aim to do

- To go on a range of experiences to make historical links and bring History to life.
- To develop Historical skills.
- To promote a love of History through a range of experiences.
- To build on children's natural curiosity of the past and explore the answers.
- Children to start linking everyday life to history and recognise the impact it has had.
- To develop children's vocabulary and language when describing a historical events.
- To build on children's historical knowledge.

Implementation – how do we achieve our aims?

Our scheme teaches practical approaches to History and Historical language in an engaging and clear way. At the same time, it provides teachers with all the guidance and supporting materials they need to plan and deliver a high-quality science education. The schemes of learning provides full coverage of the National Curriculum for History and is designed to our area. Children have a dedicated History lesson as a minimum one afternoon a week, lasting between 1 hour, which is delivered by their class teacher. Each year group have a specific experience or trip that bring the topic to life.

Planning/ Sequencing

Lessons are sequenced using our own bespoke Green Ridge scheme. This scheme is split between Geography and History, allowing over a two-year period, 3 History and 3 Geographical topics to be taught. The way in which our lessons are sequenced also link to progression across the school. For example, our timeline in every classroom displays the topics and key events, however it develops with each year further adding each topic. In each unit, the topics will develop a chronological understanding of how and when their topics took place and how this affects their timeline. In Year 3 and 4; the topics flow from Stone Age to Iron Age to Roman Britain and finally Anglo-Saxons and all how they affect the Britain in which we live in today. Each unit will have a knowledge organiser provided with key knowledge, vocabulary and diagrams to support retrieval practice, vocabulary support and support for further learning at home.

Historical Skills

Specifically, to History are a set of skills that are essential that the children can use in every topic. They are:

<u>Chronological understanding</u>

Children must be able to sequence, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past.

<u>Knowledge and understanding of events</u>

Children must be able to have a core knowledge of the key events that have shaped Britain and the world. They must be able to then use this knowledge to help support their understand of why and how these events have happened.

<u>Knowledge of people and changes in the past</u>

Children must be able to have knowledge of how certain people have changed History and the impact they have had. How life has changed for these people compared to today and the reasons for these changes.

<u>Presenting, organising and communicating information and ideas</u>

Children must be able to use a range of sources in their work to support their ideas. This requires them to be able to quote and use these effectively when presenting their ideas.

Implementation – (continued)

Structure of a lesson

Lessons are timetabled weekly. This is made up of one hour of History each week, enabled so that the learning intentions to be taught discreetly. The children will record their learning in the Humanities, which will be marked (see marking policy). When suitable, next steps should be included within lessons, so children have opportunities to progress within their learning, based on teachers' marking. At the start of each lesson,

Trips

Each year group have a trip or experience that links to their historical topic. This allows children to make physical links to topics and supports children's curiosity and wonder. They will also allow children to make their own conclusions to their questions.

History in EYFS

In Reception, children begin to explore history by learning about their own lives, the lives of others, and how things change over time. Topics such as All About Me encourage reflection on how they have grown and changed since birth, while Through My Eyes introduces religious celebrations and family traditions. In Everyday Superheroes, children explore the roles of people in the community who help us, and in We Are on the Move, they begin to consider how transport has evolved.

Through stories, photographs, artefacts, and role play, children learn to recognise similarities and differences between people, places, objects, and materials. They talk about features of their immediate environment and how these may vary. Carefully planned role-play areas with diverse resources allow children to act out and reflect on life in the past and present, deepening their understanding of how communities, customs, and ways of life can differ.

10 min – next steps/review

5 min – Think like a Historian

15 min – Teaching input inc vocabulary

10 min – Guided practice

15 min – Independent application

5 min – Review of learning

Assessment

In each unit studied, teachers will use assessment for learning throughout the unit to ensure retrieval practise allows knowledge to move to the long-term memory. Next steps and review of learning each lesson will allow teachers to assess the children's subject knowledge during a unit. Verbal, written and practical work will be assessed throughout the unit and outcomes are recorded. Children will be assessed on both their Historical knowledge but also their use of Historical skills through a range of activities that allow children to showcase these. Children will also be assessed using a Microsoft forms quiz at the end of a unit. This will then be used to inform planning going forward to manage any gaps in understanding, using the starter.

SMSC + British Values

We aim to promote British Values and SMSC through our History curriculum:

- Where History lessons directly link to the termly topic focus being taught, the focus for each topic is designed to allow pupils to question, debate and therefore create discussion about the wider world they live in and compare to their locality.
- We enable students to acquire a broad general knowledge of and respect for public institutions and services in England and how they have developed over time.
- By looking at the achievements of British people throughout time, pupils develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.
- We teach an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour, and how this hasn't always been the case throughout History.
- We show children that they are living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- To support students to distinguish right from wrong and to respect the civil and criminal law of England

Implementation – (continued)

Locality

To support the individuality and knowledge of their own lives, it is important that we look at the history of our area and how it has been affected throughout history. When looking at the Romans, we specifically look at how it has affected Britain and the impact it had. When looking at World War I, we look at the people involved and the impact it would have had. This allows our children to be able to link History to local people and feel a sense of belonging in History.

Retrieval Practice

Through all the starters to each lesson and the progression design of our chosen History curriculum, children will encounter the knowledge repeatedly throughout their time at primary school. Each time a unit is revisited teachers will employ retrieval practice strategies to support children in moving knowledge to the long-term. Each topic will build on previous lessons and enable children to practice their retrieval skills every lesson.

Adaptive Teaching

As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptations in History might include :

- Pre-teaching
- Adapted resources
- Adapted expectation for recording
- Vocabulary prompts
- Breaking down knowledge further
- Providing further models/demonstrations
- Physical resources

Lesson Starters

To develop the children's historical skills and allow for formative assessment, we conduct "Think like a Historian" starter at the beginning of each lesson. These are to be linked to the topic and knowledge of the current lesson or previous lesson. The children will be using their knowledge as a strong foundation and helps give them a platform to showcase this. The starters aim to help develop the use of tier 3 vocabulary to support in their answers.

Impact – how will we know we achieved our aims?

- Children can recall experiences that have taken place and the key historical knowledge they have taken from it.
- Children are able to thinking critically and think effectively using Historical skills.
- Children's love of History is clear through participation in lessons.
- Children's curiosity is fostered into them being able to ask and answer key Historical questions.
- Children can link how History affects their everyday life and can share how it impacts them still.
- Children are able to use a wide range of vocabulary and language when talking about History.
- Children's knowledge of the past is clear and they can share this.

Curriculum Overview

	Autumn 1	Spring 1	Summer 1
Year 1	It's all about me	Extraordinary Explorers	Transport and Toys
Year 2	London's Burning	Local Study – Aylesbury	Nurturing Nurses
Year 3	Flint, Fire and Forage	Tribe Tales	Rampaging Romans
Year 4	Anglo Saxons	Violent Vikings	Off with her head
Year 5	Ancient Egyptians	Groovy Greeks	War at home
Year 6	Woeful WWII	Mysterious Maya	History of Medicine