



Dishforth CE Primary School



History Vision Statement

At Dishforth CE Primary School, the teaching of history will enable children to develop a secure chronological narrative of the history of Britain's past and that of the wider world. Our History curriculum will ensure all children have secure knowledge and understanding of the history of the United Kingdom with children understanding how people's lives have shaped the nation. Children will also gain an understanding of how Britain has influenced and has been influenced by the wider world.

Children will gain knowledge and understanding of significant aspects of the history of the wider world. They will learn about the nature of ancient civilisations, the expansion and dissolution of empires and about characteristic features of past non-European societies. Children will also learn about the achievements and follies of mankind.

Through the teaching of History, children will develop their understanding of historical vocabulary and abstract terms. Children will be taught how to carry out historical enquiries and how to frame historical valid questions. They will understand how evidence is used rigorously to make historical claims. Children will be taught to make connections and draw contrasts between historical periods. They will analyse trends and use their literacy skills to create their own structured accounts. Throughout the teaching of History, children will be asked to recognise how and why contrasting arguments and interpretations of the past have been constructed. Children will gain historical perspective and will be confident in understanding the connections between local, regional, national and international history.

Within History, children will use high quality fiction and non-fiction texts to learn about key features of events and about the lives of people living in different periods. First-hand learning experiences such as topic boxes and educational visits will be used to enrich children's learning of history and promote awe and wonder. Where possible, the local area and our local community will be used as a source to find out about the past. During the teaching of History, children will develop compassion and respect for the lives of those living in the past.

Implementation

EYFS

Children develop their knowledge and understanding of the world through a range of hands on and outdoor learning experiences. Children learn about past and present events in their own lives and in the lives of family members. As Historians, children will be encouraged to talk and look closely at similarities, differences and change. They will develop an understanding of changes over time. Children will learn through a range of self-initiated and adult directed task. All EYFS children will have the opportunity to learn about changes since they were a baby through the topic **All about Me**, as well as learning about **Toys and Games** from now and in the past.

Pupils will be taught to:

Geography			
30-50 Months	Understanding the World	The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 & 2

The teaching of History at Key Stage 1 and 2 follows the National Curriculum and is taught in discrete half termly topics. Links to other curriculum area such as Geography are made where it will enhance the learning. At each stage of a pupil's history education, they will build upon their prior learning, recalling the knowledge and skills taught previously.

Key Stage 1

As Historians, children in Key Stage 1 will develop an awareness of the past, using common words and phrases relating to the passing of time. They will develop an understanding of 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 will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2

As Historians, children in key stage 2 will 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. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Planning

Long Term Plans: These plans map out the History Unit to be covered each term; highlighting any cross-curricular links which could be made.

Medium Term Plans: These detailed plans provide a lesson by lesson overview of the learning objectives and outcomes being taught. It identifies resources needed, key vocabulary to be taught and how the learning objective will be successfully taught to all pupils in each lesson.

Lesson structure

Each lesson will begin with a starter activity. The purpose of this activity is to:

- draw upon pupils prior learning
- encourage children to use historical vocabulary

An engaging lesson opening which stimulates discussion and encourages children to thinking, take notice and question.

A teaching input will support children's acquisition of key historical vocabulary. It will introduce children to the historical skills, concept or knowledge being taught. This input will involve talk by all to share ideas and knowledge, allowing children to develop their historical vocabulary and understanding. Teacher modelling of the historical skills and vocabulary being taught will be present to ensure children are confident in their learning.

Independent Learning Task: An Independent, paired or group learning task for children to complete. Teacher supported where necessary.

Plenary: An opportunity to review and reflect on the learning taught. Children will review key vocabulary, knowledge and skills taught within the lesson. The plenary may also be used to further stimulate pupil's thinking; encouraging children to ask further question and discuss.

Resources

- Each classroom stores History resources appropriate for the key stage they teach.
- In Key stage 2, additional resources are stored within their shared area.
- High quality books to support the teaching of History can be found within the school library
- There is a dedicated History budget and staff are able to request resources to support, supplement and enhance the delivery of the curriculum

Assessment

Assessment in History takes place throughout lessons. Teachers listen carefully, observe, ask questions and review learning undertaken as part of their independent task. Within lessons, teachers are quick to identify any child who may need further support to develop

the skills and knowledge necessary to achieve the lesson's learning objective. Misconceptions are identified and addressed rapidly to ensure children made good progress. Teachers have a good understanding in the progression of History skills and knowledge and can use this knowledge confidently to extend and challenge high attaining pupils. Subject leaders to have a termly meeting with the class teacher to track progress.

EYFS

Assessment of children's understanding and knowledge is achieved through observations and discussions. Evidence towards children meeting their Early Learning Goal for Knowledge and Understanding of the World is collected via the child's learning journey using photographs and observational notes. Progress towards their ELG is regularly reviewed and next steps are identified. Statutory assessments are made at the end of EYFS.

Key Stage 1&2

Formative assessments are made during each history lesson. Teachers review children's learning against the lesson's learning objective using evidence from questioning, observations and children's independent learning task. This formative assessment is used to inform further planning, identifying next steps in learning and identify children who require further support and challenge. Within books (Y1-Y6) assessment grids* are stuck at the beginning of each piece of work. These grids detail the historical knowledge and the historical skill being taught within the lesson. At the end of each lesson, teachers complete the grid, assessing each children's progress in achieving the learning intention. Children's progress towards achieving end of key stage expectations for history is tracked termly to ensure children acquire the skills and knowledge expected at each key stage. History progress is updated termly onto the History progression grids.



We are Historians



Historical Knowledge

Historical Skill: Constructing the Past

Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.

- ✓ I can identify details from several **themes**, societies, **events** and significant people covered in local, national and global history.
- ✓ I can identify details from **local**, **national** and **global history** to demonstrate some overall awareness of **themes**, societies, **events** and people.
- ✓ I can describe the main context of particular themes, societies, people and events including some explanation.

*Assessment grid

Monitoring

The headteacher and History Subject Leader will monitor and evaluate the quality of teaching and learning of History in the school through a variety of methods including:

- Book and planning scrutinise
- Pupil voice
- Learning walks
- Lesson observations
- Analysis of History progression grids

Role of the Subject Leader

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of History. Evidence gathered from the monitoring process, will be collated in the subject leader folder, fed back to staff at an appropriate time and be fed into the History action plan.