

History Statement of Practice

Vision

At Wolverham Primary School, we aspire for a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have carefully designed our curriculum so that children gain this knowledge as they progress through the school with English texts and our key words (identity, courage, power, changes, choices and community) supporting the wider curriculum. Through our History curriculum, we aim to inspire pupils' curiosity about the past. We want the children to leave Wolverham with a sense of identity, knowing and understanding significant aspects of history in order to identify their place in the world, as well as in the long story of human development. We aim to build rounded citizens with broad and well-balanced views that demonstrate tolerance, understanding and empathy.

Intent

At Wolverham, the history curriculum is designed alongside the school values in order for the children to leave with an appreciation of the past and what we can learn from it. Through careful sequencing, we have developed a progressive curriculum built with small steps that allow children to gain a depth of key substantive knowledge [see appendix 1] and chronological understanding of our past. The history curriculum is designed to provide opportunities for children to gain and employ a historically grounded understanding of abstract terms, language and increase their vocabulary in order to understand historical skills (disciplinary knowledge) [see appendix 1], exploring continuity and change, cause and consequence; and similarities and differences.

At Wolverham, we provide opportunities to ask questions, think critically, form opinions and develop their own historical perspective. We strive to teach our pupils to understand the world we live in: the complexity of people's lives, the process of change, the diversity of different societies; relationships between different groups of people as well as their own identity and the challenges of their time. We cover key concepts such as chronology, significance and similarity and difference. We intend for our children to have real life experiences and learn about History in an active and creative way. Visitors and trips form a fundamental part of our curriculum (see curriculum visits map).

Historical Themes

Within the curriculum, we have two historical themes that are embedded across every year group to build on children's prior knowledge and help them understand the impact on society in different contexts: **settlements** and **power & rule**. Connections between concepts are explicitly built upon to ensure children develop an in-depth understanding of the terms in a variety of contexts.

Curriculum

Our intent is planned from when the children join us in Nursery and very much focuses on people who are familiar to them. This develops throughout the children's time in school, covering aspects such as more recent events within living memory, moving on to more complex units of study involving the nature of ancient civilizations and the expansion and dissolution of empires as a coherent chronological narrative. The learning context develops in complexity over time, offering clear progression in knowledge and skills, but also, the opportunity for children to strengthen their understanding of our school values.

Local History

In every year group, the children will gain knowledge of their local history, as we recognise the importance of their own place in history and also, this makes for coherent links with our geography intent. We also consider opportunities to develop children's understanding of current events, encouraging broadmindedness. The '**why**' of each study is the pinnacle focus and is regularly drawn upon within discussions.

Every class will study a local significant place and event in history that happened in their local area, for example the impact of World War 2 in Ellesmere Port, the Roman invasion of Chester; and the opening of Chester Zoo. In addition, they will also research a significant person who is either from their local area or has strong links to it.

In EYFS, we spark the children's historical enquiry skills by looking at the people who are familiar to them, encouraging them to be curious and ask questions to develop their disciplinary knowledge. We believe it is important to support the children's substantive knowledge as soon as they start school in order for them to develop their thinking as historians as they make their way up through school. Using their historical vocabulary, the children will be able to talk about significant events that have happened in their life which will build the foundations for discussing events from beyond their living memory.

Although history is not timetabled to be taught daily, we do, where possible, make links with other areas of the curriculum, in order for the children to recognise the importance of having strong historical knowledge and skills to encourage them in becoming well-rounded individuals. The use of both reading and writing is promoted throughout the history curriculum through their history based writing units, class texts and reading corners.

In addition, emphasis is placed on developing strong oracy skills which will then lead to the development of effective written answers. Children in Key Stage 2 take part in regular reading sessions, some of which focus on history based knowledge. Pupils are encouraged to discuss and justify their thinking to demonstrate a strong understanding of historical skills, such as, 'Cause and Consequence'.

Implementation

Memory Joggers

Children are given a memory jogger to use as a visual aid throughout each unit of study. The memory joggers have **what the children should already know** (linking to the theme or unit from previous years and units), clear **knowledge end points**, key vocabulary and the **skills** they will explore and develop, all to support them whilst learning this a unit.

In KS1, the memory jogger is stuck into the floor book and shared at the start of a lesson. In KS2, it is stuck into their topic book and the floor book. Again, these are referred to at the start of a lesson. Teachers share and use the information on the memory joggers with pupils in every lesson and will then create a low stakes quiz for the end of each unit. Throughout the unit, recapping and checking of children's understanding of the key knowledge ensures this remains a focus.

Historical Vocabulary

The historical vocabulary is progressively sequenced across year groups in order for the children to develop as historians, using language that will help them to explain significant and complex events that have taken place as well as understand the key concepts. For every unit, key words or phrases are also chosen that are specifically linked to the study.

Retrieval Strategies

In order for the children's substantive knowledge to be embedded in their long term memory, a variety of retrieval activities are incorporated into every lesson. Flashbacks are used at the start of each lesson (or similar using Blooket) that will revise previous learning from other year groups as

well as units taught that year. Staff then use this to support with any misconceptions or address at the start of the next lesson. These also help children make links across year groups and enable them to identify where they are transferring previously taught knowledge and skills.

Staff also use the floor book as a retrieval tool. During each lesson, they make reference to the floor book and show the children work they have previously completed and then how the new learning links to this.

Impact

At Wolverham, the children are aware that what they are learning is purposeful and helping them to become broadminded and kind individuals in order for them to be successful in later life. As a result, children celebrate diversity and differences instead of segregation and exclusion; they recognise that they should treat others how they want to be treated; linking their studies to similar issues that are going on in the world today so that they know how they should approach or feel about it. Children have a sound understanding of what they have learned and why it is important.

Assessment of Learning

During a unit, retrieval strategies and enquiry questions are used for teachers to continually assess children's knowledge and understanding of subject matter and their ability to put it into context.

They are used as regular check-ins for the children to define their historical vocabulary and make links to prior learning.

Sometimes children will answer key enquiry questions based around what they have learned. Children will need to use their substantive knowledge and vocabulary to answer the questions correctly, referencing significant people, places or events. As well as this, the questions are carefully chosen in order for the children to demonstrate their understanding of how and why key events took place – using their disciplinary knowledge and history skills.

End of unit assessments

From Year 2 to Year 6 children are given an end of unit to assess their substantive knowledge of their history unit. The unit check will sometimes have the key dates and vocabulary missing or ask children to complete some of the key knowledge. In Year 1, this is completed as a class or in small groups. The teacher would make notes as to anything they found difficult and use this for future teaching.

Marking and Feedback

Independent work is monitored throughout the lesson and feedback provided in a 'live' manner. For example, if the children are asked to independently answer enquiry questions, feedback and answers will be provided to the whole class. Often, whole class discussions take place during this time as the children are taught to be broadminded and think like historians, which involves considering opposing viewpoints and alternative interpretations.

Children know that expectations of handwriting, spelling and presentation remain just as high in history lessons as in any other subject.

Appendix 1

Vocabulary:

Key Substantive Knowledge - key facts such as dates or information about an event. These are the knowledge statements found on the progression document which are then transferred to the Memory Joggers.

Disciplinary Knowledge – these are the skills that children learn throughout the school. They are mapped out on the progression document and then placed in the skills box on the Memory Jogger for each unit. An example of disciplinary knowledge is

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 8 Disciplinary concepts that are systematically developed in our history curriculum:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas.
- Cause - selecting and combining information that might be deemed a cause - thinking about if an event caused something to happen and why.
- Consequence - understanding the relationship between an event and other future events.
- Change and continuity - analysing the pace, nature and extent of change. Thinking about how and why things changed and what remained after an event or events.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Historical interpretations - understanding how and why different accounts of the past are constructed.
- Chronological understanding – understanding the sequence of events and how they relate to each other.