



St Stephens Community Academy

History Provision Overview

Purpose



The purposes of this policy are to:

- Highlight the importance and value our school attaches to pupils being enthused about learning History and developing as young historians themselves;
- Recognise and establish an entitlement to learning and teaching in History for all our pupils as a statutory educational requirement;
- Make explicit our expectations in terms of subject outcomes and standards for pupils in History as they progress through the school EYFS (Early Years Foundation Stage) – Year 6;
- Ensure sequencing and progression in terms of subject substantive and disciplinary knowledge, conceptual development and the acquisition of increasingly sophisticated subject language, vocabulary, and key terms;
- Clarify how we will assess the performance of our pupils in History in relation to clearly identified end points of learning as they progress through the school;
- Detail the approach to learning and teaching History our school has adopted through key question led and carefully structured enquiries which enable our pupils to understand how historians construct knowledge and develop narratives;
- Provide an overview of how standards in History will be monitored and evaluated and professional development needs of colleagues identified.

Curriculum vision

The study of History supports our pupils to build a temporal awareness and a developing sense of identity as they come to understand their place in the story of human development. As a school we recognise that engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens. Engaging our pupils with a relevant, exciting, and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century is essential since it:

- Helps them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as some of the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and

conclusions as they are presented but having a healthy, discerning, and questioning attitude about new information;

- Supports them to appreciate that all knowledge is socially constructed, and its objectivity and reliability is therefore open to critiquing through asking perceptive questions, weighing evidence, sifting arguments, and developing perspective and judgement;
- Helps to build a sense of identity and belonging on a personal, cultural, national, and global level as pupils come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;
- Enables pupils to understand core concepts such as cause and consequence, similarity and difference, continuity, and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity, and validity which have broad relevance and significance in the modern world.

Curriculum intent

We have planned a curriculum in History EYFS – Year 6 which is:

- **Aspirational** in terms of instilling in our pupils a desire to achieve the highest levels of success. We do this through providing pupils with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject concepts, skills and techniques and acquire the specialist language and technical terms to communicate their understanding effectively. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives and end points of learning detailed in the medium-term plans (MTPs) of each enquiry, which define what the pupils will know, understand and be able to do;
- **Coherent**, relevant, and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the scope and ambition of the national curriculum. For example, we have ensured that content coverage includes both in depth investigations of the events of specific periods in the past as well as overview enquiries which give a greater sense of the chronology of continuity and change themes and dimensions such as British Empire. In addition, we have ensured that in each phase of learning there is a strong element of enabling our pupils to appreciate the historical significance of people, places, and events in their own local area;
- **Sequenced** to ensure that pupils can build on prior knowledge and understanding as they tackle more complex and demanding enquiries. For example, at Key Stage 1 pupils learn about the ways in which archaeologists interpret the past through examining artefacts at Vesuvius, are introduced to the concepts of war and conflict (First World War), continuity and change (toys and games of the 1960s) and

significant people, places and events locally, all of which they later build upon in Key Stage 2;

- **Progressive** and more challenging EYFS through Year 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and the disciplinary thinking skills we support them to master and apply to ensure they understand the significance of that knowledge. These anticipated outcomes in knowledge and understanding and skills' acquisition are detailed in the objectives of the schemes of work of each enquiry and are also appear alongside the end points of learning in the MTPs which inform each investigation. In terms of historical techniques, we ensure that our pupils are supported to examine and interpret contemporaneous primary sources of evidence right from the beginning of their studies in early years. We place a real emphasis on our pupils being able to distinguish between primary and secondary sources of information about the past and to understand the importance of critiquing these sources and question their validity and trustworthiness;
- **Continuity** with the provision for History established in the EYFS and that which addresses the knowledge and skills' expectations of the *Understanding the World* area of learning and the *Past and Present Early Learning Goal*;
- **Inclusive** in terms of delivering the same curriculum to all our pupils and differentiating provision where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

Curriculum planning and organisation

Provision in History has been carefully designed to ensure both continuity with prior learning and progression EYFS – Year 6 in:

Substantive knowledge – what our pupils will know by the end of each enquiry;

Disciplinary knowledge – the subject skills and techniques our pupils will master and apply to understand the significance of what they know;

Conceptual understanding – increasing awareness and application of second order and substantive subject concepts;

The acquisition of subject specialist vocabulary and technical terms to communicate their understanding effectively.

This continuity, sequencing and progression in History provision is detailed in the following planning documentation:

Long term plan – which provides an overview of provision EYFS – Year 6 and how what we teach delivers the scope and ambition of the national curriculum for History and the requirements of the EYFS *Understanding the World* area of learning.

Medium Term Plans – which detail what the pupils will know at the end of each enquiry, the disciplinary skills and techniques they will master and apply to understand the significance of what they have learned; links to prior learning and the end points of learning against which they will be assessed for both ‘making good progress’ and ‘working at greater depth’.

Schemes of work – which provide all the background subject knowledge for each enquiry, guidance as to how learning might be structured into ‘bite size’ steps, suggestions for interactive learning activities and recommendations for formative and ongoing assessment;

Learning organisers – used collaboratively by both teachers and pupils during each enquiry to support knowledge building, conceptual understanding and the acquisition of increasingly specialised subject vocabulary and technical terms.

Lesson plans – which identify the key objectives, outcomes, and learning activities of each teaching session in History.

Through this careful planning and organisation our pupils’ knowledge and understanding of History develops because:

- There is increasing breadth and scale of study through the curriculum moving progressively from firsthand experiences to local, national, and global perspectives informed by the guidance of the national curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of historical techniques and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more nuanced and focused to ensure that they not only know more but can do more as young historians and consequently appreciate the ways in which that knowledge is constructed.

Curriculum implementation – learning through enquiry as young historians

We adopt a constructivist paradigm of learning and teaching in History which enables our pupils to learn as young historians and to understand the kind of questions that historians ask of the world. Through enquiry our pupils not only build their substantive knowledge and understanding but become increasingly adept at disciplinary thinking, conceptual understanding and the use of specialised vocabulary and technical terms. We structure learning in History through big question led enquiries which are both in depth focused and enable pupils to develop their chronological awareness of themes and issues over more

extended periods of time. Our curriculum is therefore ‘knowledge rich’ rather than content heavy as we recognise that if we attempt to teach historical topics in their entirety, we will create a very shallow learning experience for our pupils. Consequently, we adopt a policy of immersive learning in History that provides sufficient time and space for our pupils not only to acquire new knowledge and understanding but also to develop their appreciation of the importance of subject concepts.

Through enquiry our learning and teaching in History is interactive and practical allowing opportunities for pupils to work independently, in pairs and in groups of assorted sizes both inside and outside of the classroom. Learning activities are very varied to ensure that all pupils have opportunities to demonstrate their strengths. Similarly, we provide differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama, and the application of a wide range of writing genres. Only in this way will knowledge become embedded and ‘sticky’ and ensure that our pupils can build on what they know and understand from one year to the next.

The MTPs and schemes of work for each enquiry in History highlight both the objectives and anticipated outcomes of the investigation – the end points of learning. They are also carefully structured using ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they can answer in full the question posed at the beginning of the investigation.

Learning History outside of the classroom

Through our curriculum EYFS – Year 6 provision is made for regular and high-quality visits which we recognise as a core element of our pupils’ statutory entitlement in History. These visits provide opportunities to develop and consolidate skills and concepts introduced in the classroom and allow pupils to extend their understanding through investigating History in the ‘real world.’ This provision enables pupils to become observant, to develop the skills of recording, analysis, and deduction and to comprehend the kind of questions that historians ask of the world. Critically it also builds their knowledge and understanding about how historians construct knowledge of the past. Learning History outdoors involving the testing and investigation of ideas and theories through practical exercises including observation, data collection, recording, presentation, interpretation, and evaluation is therefore fundamental to the study of History and the development of young historians at our school. Consequently, historical visits have been incorporated as a core element of historical learning in each phase of learning – EYFS, Key Stage 1, Lower Key Stage 2, and Upper Key Stage 2. This provision is important not only in terms of learning and teaching differentiation but also from the perspective of inclusion and cultural capital building.

Curriculum impact – assessing standards against end points of learning

Each enquiry which forms our programme of learning and teaching in History sets out clear objectives and outcomes for the pupils in terms of substantive and disciplinary knowledge and understanding and skills acquisition. These outcomes are listed as 'end points of learning' i.e., the criteria against which a pupil will be judged to be making substantial progress. Additional criteria define what 'working at greater depth' will entail. The schemes of work suggest a range of formative and ongoing ways in which a teacher can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation, and communication of data collected during visits and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning or address gaps in learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use continuous formative assessments to build an emerging picture of what the pupil knows, understands, and can do in relation to the end points of learning. Consequently, at the end of each enquiry a teacher can make an informed and confident 'best fit' judgment as to whether the pupil is making substantial progress or working at greater depth or has yet to achieve the expected level of development.

Inclusion

History forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual orientation, religion, or creed. Mutual respect and the fostering of empathy and community understanding at local, national, and global scales lie at the heart of the study of History and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation and access to learning for all is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school EAL policies, to enable all pupils to make good and sustained progress in History by ensuring that the challenge of learning opportunities always accords with the ability of each pupil. Therefore, in our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. We ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets and a broad range of learning and teaching strategies including questioning and working with additional adults where appropriate.

Differentiating by learning environment is as crucial as differentiating by task, outcome; learning style or aptitude and this is recognised through the inclusion of regular

opportunities for work outside of the classroom in our historical enquiries. In addition, we recognise that as well as having an inclusive curriculum and approaches to learning and teaching our assessment procedures must also be inclusive. To this end our formative assessment methods are holistic and wide ranging, valuing oracy and practical outcomes equally alongside more conventional written responses.

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and an integrated approach to assessing achievement.

Connecting History to other areas of the curriculum

In our planning we have made, where appropriate, meaningful links with other subject areas of the national curriculum and these are detailed in the enquiry schemes of work. In particular careful consideration has been given to supporting the development of reading and writing across the curriculum in liaison with English and literacy colleagues. Making such links are important because they highlight to pupils the interconnectedness and interdependence of the world. However, we also recognise the importance of ensuring that the incorporation of cross-curricular links, particularly in relation to English and Mathematics, always add value to the building of historical knowledge and understanding. High levels of literacy and numeracy in History should always be matched by equally high levels of subject knowledge and understanding.

Monitoring, evaluation, and professional development

Monitoring activities undertaken by the subject lead for History are planned across the year and can include the following:

- staff meetings to analyse samples of pupils' work in History to moderate standards to ensure consistency and to inform colleagues of subject developments at local and national levels;
- lesson observations to ensure that learning and teaching is appropriately engaging and challenging, and that appropriate progress is being made by all pupils;
- the sampling of pupils' work to ensure that expectations in terms of subject standards are being maintained through the curriculum;
- meetings and discussions with pupils from across year groups.

An important outcome of this ongoing monitoring and evaluation will be the identification of professional development needs amongst colleagues. The subject lead will, in the context of whole school priorities seek to address these through engaging appropriate external and internal support.

The subject lead uses the intelligence gained from monitoring and evaluation provision to update the three-year History Subject Development Plan and inform the priorities for the annual Action Plan for History.

Supporting documentation

- Long term plan for History;
- Medium Term Plans for each historical enquiry;
- Scheme of work for each historical enquiry;
- Learning Organiser for each historical enquiry;