



Newtown C of E Primary School History Rationale

At Newtown C of E Primary we aim to provide high quality educational experiences which provide children with an understanding that history is a study of the past and its impact on the present day.

We aim to teach history in a way that:

- Engages children and inspires curiosity of the past
- Provides chronological awareness of World, British and local history
- Develops opportunities to use and understand historical enquiry
- Explores the disciplinary skills of change, continuity, cause and consequence, similarity and difference and significance.
- Uses first hand experiences and sources through the use of artefacts, visits and visiting experts.

We deliver history through our Project curriculum and using the Hampshire recommended "Six step Enquiry model." This offers the children learning experiences designed to develop their disciplinary and substantive skills in a variety of imaginative ways.

Intent

We want our children to develop their understanding of how it is possible to know about the past; deepening their historical skills (disciplinary skills)

Understanding Chronology- We want our children to show an understanding of time, duration, and interval. We also want to encourage a comparison of societies through the overlapping of time.

Historical Enquiry-We want our children to understand that people's claims about the past can be tested through comparison and analysis.

Historical Interpretation –We want our children to show an awareness of multiple versions of the past and their significance. Our history curriculum is broad, balanced and challenging and supports children for life beyond Newtown.

Understanding a range and depth of historical knowledge-We want our children to build a picture of the past. Our curriculum provides memorable experiences which engage and challenge our children to explore change and continuity.

Explaining cause and consequence- We want children to identify and describe reasons for and results of historical events such as, political, religious and social changes in the period studied.

Identifying characteristic features of the period studied- We want our children to investigate the identity of societies studied using a range of sources.

We want our children to develop their knowledge (substantive skills) of characteristic features of periods and societies studied: ideas, beliefs, attitudes and experiences of men, women and children in the following areas:

- Prehistoric Britain
- Ancient Greece
- Egyptians
- Roman Britain
- Anglo-Saxons



- Crime and punishment
- Vikings
- Mayan Civilization

Significant Individuals:

- Queen Elizabeth I, Queen Victoria, Queen Elizabeth II
- Change in power of the Monarchy (King John, King James, Queen Anne, Queen Victoria.
- Mary Anning

Significant Events

- Great Fire of London
- Industrial Revolution- Invention of the railway (to include local study)

Local History

- Our School
- The Royal Navy
- The railways in Gosport (linked to our school)
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Implementation

How do we help our children commit substantive skills and disciplinary skills to their long term memory? We deliver history through a Six Step Enquiry process which gives the children the opportunity to explore the past and conduct historical enquiries.

Step 1: Teacher motivates pupils to want to learn and scopes the enquiry.
Hooking them in Scoping the enquiry through a key question. Making it an exciting problem that needs sorting. Introduce Concept words used across the project
Step 2: Children collect information in interesting and varied ways.
Visual images Visits /visitors Artefacts Research
Step 3: Children make sense of ideas and process the information by:
Analysing information Sequencing information Grouping, classifying , rejecting information
Step 4: Children draw their own conclusions, making their own meaning.
Reasoning Recognising significance Shape ideas and demonstrate understanding
Step 5: Children's understanding is checked, developed and refined by:
Introducing new ideas, materials, perspectives Putting their understanding to the test
Step 6: Children create their own final, imaginative product after teacher models,
Thinking aloud

Application of key vocabulary

Giving children scope to demonstrate their understanding in a variety of imaginative ways.

“A people without the knowledge of their past history, origin and culture is like a tree without roots”

Marcus Garvey

Impact

At Newtown, pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Assessment

Key historical skills, concepts and knowledge are mapped through statements describing the expectations for pupils in each Year group. Teachers use the school assessment framework to regularly assess pupils' learning against specific criteria. They are able to clearly identify end points (KS1/KS2) as well as the progression of skills as pupils move up through the year groups.

Teachers assess against Learning Objectives in individual lessons which are derived from the six step medium-term plans. Each lesson and series of lessons aims to incorporate the key skills and cover specified knowledge. Pupils are encouraged to self-assess their learning using the 'I can' questions. Assessment is also carried out through the answering of key over-arching 'inquiry questions' for topics and formative assessment which takes place in all lessons through cumulative low-stakes quizzing and the use of 'show me' boards.

Progression in pupils' historical skills and understanding is further assessed by asking pupils in each year group to examine, question and comment upon the same historical source/artefact (object or picture). Pupils are asked to record their thinking under three different headings: What we can see and can say for certain / What we think (our opinions, hypotheses) / What we would like to find out. The level, depth and sophistication of pupils' responses to the picture or object should increase with age, so providing evidence of progression.

Monitoring

The History lead carries out regular monitoring of the data and identify gaps and areas for development at a whole school, key stage, year group and individual class level. The subject leader in conjunction with the curriculum leader will then address these areas to ensure the consistency and coherence of assessment in the subject (this may involve CPD, moderation or tailored support).

Regular scrutiny of pupil's work, teachers' marking and feedback, lesson observations, learning walks, pupil conferencing, moderation opportunities are all carried out by members of the Senior Leadership team.