



Knowledge is Power...

IVINGTON CE PRIMARY AND PRE-SCHOOL SUBJECT REPORT

Reaching together... stand firm in your faith, be courageous and strong - 1 Corinthians 16:13



History Subject Report

Intent

History is taught in order to give children an interest in and understanding of significant events and people in the past, the influences that they have on our lives today and to teach them to have empathy with others (understanding that modern views of society are different to those held in the past).

Aims of History

- to enthuse children with an interest in the past
- developing their understanding
- enable them to enjoy the richness of cultural and social heritage in Britain (including British values SMSC) and the world
- appreciating how things have changed over time

Implementation

Children are taught to develop a sense of chronology and to understand society and their place within it. They are presented with opportunities to develop their skills of enquiry, investigation, analysis, evaluation and presentation through a variety of activities. Pupils experience real history through themed days within school e.g. China, The Victorians and performances like the Oliver Twist production, visits to local historical sites and walks around the local area looking for evidence of the past. Such activities provide a stimulus for cross-curricular opportunities, including speaking and listening, writing, drama and art and DT, like making replicas of Stone Age axes. We also use artefacts, visual resources and Information Technology to inspire children to learn more and stimulate their curiosity about the past

Children take part in role-play and discussions, and they present their ideas and findings to the rest of the class or the wider school. The Year 6 children produce and act in a special and thought-provoking Remembrance service each year which is watched by the whole school.

We recognise the fact that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- sometimes grouping children by ability, and setting different tasks to each ability group;

- providing resources of different complexity, according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

IMPLEMENTATION- SEN Provision:

Engagement

To ensure that children with SEN are able to fully engage with the history curriculum, the following measures are taken at Ivington CE Primary and Pre-school:

- Interventions are scheduled carefully to ensure that children with SEN are not regularly missing history lessons.
- Teachers provide a multi - sensory approach to the history curriculum. Visual stimulus, songs, interactive lessons, experiential learning and dual-coding key learning are incorporated into history planning.
- Positive relationships are maintained between children and staff – Teaching Assistant and teacher support are provided.
- Teachers ensure the right environment for learning history, for example children sitting where they can hear well, have a clear view of the board and don't have distractions.

Access

At Ivington CE Primary and Pre-school, we follow the five-a-day principle in history lessons so that children with SEN are able to fully access the history curriculum. Such principles include:

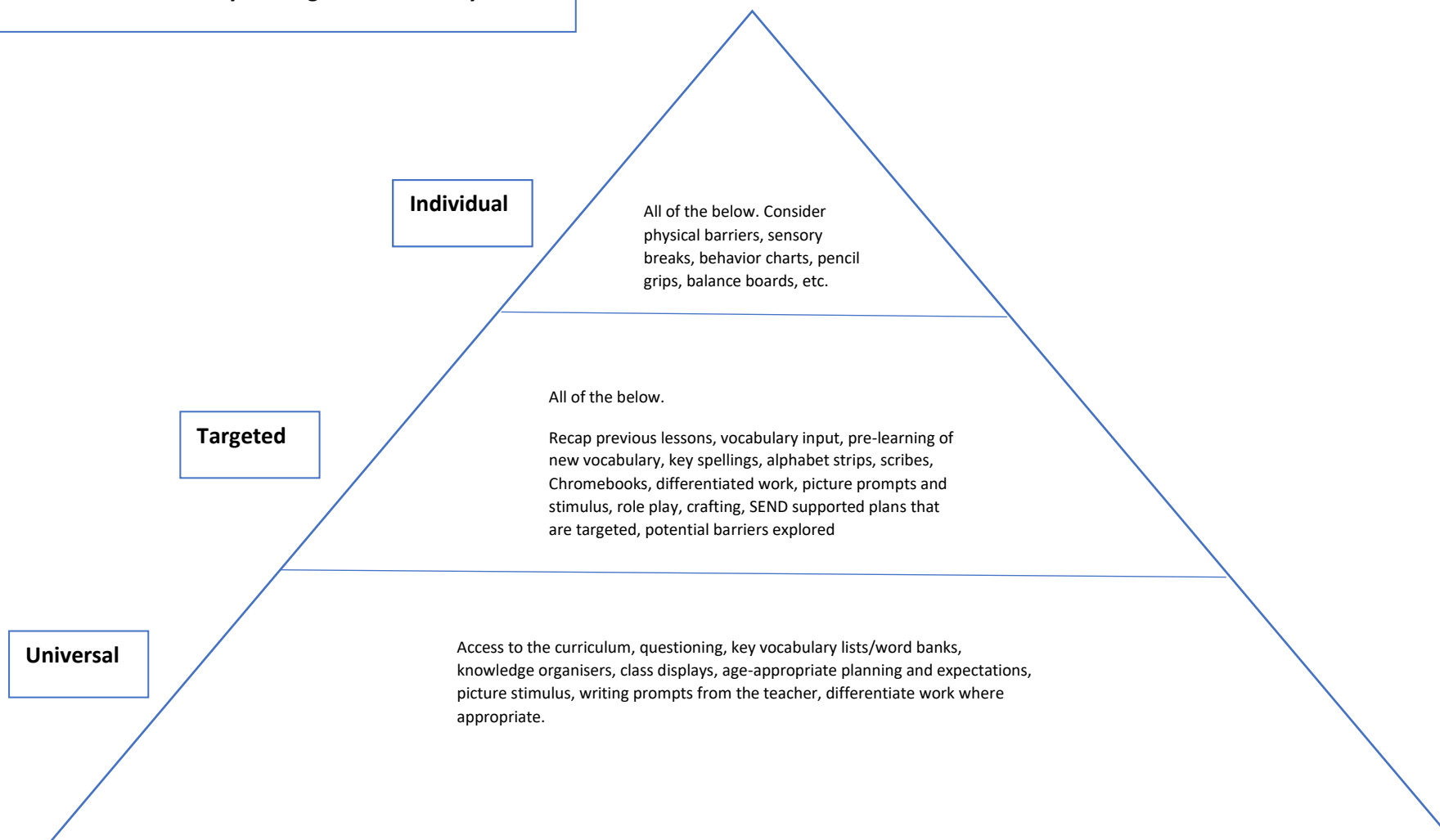
- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping- mixed ability groupings, targeted interventions that meet the individual needs of children, effective use of TA's
- Using technology

IMPLEMENTATION AND IMPACT – Assessment, Monitoring and Evidence:

Teachers monitor each child's progress using formative assessment and adjust their teaching accordingly to suit the needs of individuals.

Teachers complete brick wall History assessment grids on a termly basis, assessing the children as being at the developing, secure or exceeding standard of development. Children are interviewed on an informal basis during lesson observations by the History Subject Leader, to gauge pupil's opinions about the teaching of History and the understanding of skills learned. Long term and medium-term history plans and history books are monitored on a termly basis by the Subject Leader to ensure full curriculum coverage. Classroom and corridor displays are photographed to allow for collation of evidence. In addition, the school blog and twitter feed are monitored on a regular basis. Governors are informed of progress and impact on children's learning in History through the presentation of a yearly School Improvement Plan, incorporating each subject area.

SEND Provision in History at Ivington C.E. Primary School



IMPLEMENTATION AND IMPACT - Enrichment opportunities

The History curriculum is enriched through the provision of high- quality resources, as well as through the implementation of dedicated History Days (i.e. Anglo- Saxon feast, Viking Day, World War 2 Day). Children are encouraged to share any primary and secondary sources of evidence from home that are linked to the theme being taught in class (e.g. war diaries, gas masks, ration books, topic-related non- fiction texts, photographs etc.). Visitors (parents / grandparents) are invited into school to share their artefacts / historical experiences with the children (e.g. a parent shared his World War 2 memorabilia with the school, a Stone Age to the Iron Age in-school workshop session led by Widget Workshops). Visits are also arranged to places of historical interest related to topic areas covered (e.g. Clitheroe castle, Ribchester, Bolton Museum).

The Early Years Foundation Stage

In the Early Years Foundation Stage, children talk about their experiences and the lives of people around them, as well as developing an understanding of the past and comparing the past with now. This is part of the Understanding the World area of The Statutory Framework for the Early Years Foundation Stage. Staff respond swiftly to the children's own child-initiated learning experiences, interacting in a way which moves learning forwards for all learners. Understanding the World activities are also planned as part of the teaching sequence, which all children will be involved in.

History is planned and delivered at Key Stage 1 (years one and two) in line with the National Curriculum. Skills are taught progressively from Reception to year 6, with opportunities for children to build on and embed their learning.

Cross-curricular links

English

History makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening and acting. We ensure that some of the texts that we use in class are historical in nature. Reports, diaries, letters, explanations and recording information will all develop children's writing ability.

Mathematics

The teaching of history in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent dates from the past on time lines, thinking about chronological order. The children study people numbers and statistics on events in the past, like the numbers involved in the Second World War. They also identify distances travelled and catalogue artefacts correctly.

Personal, social and health education (PSHE), citizenship and the new Relationships Education

History contributes significantly to the teaching of PSHE and citizenship. The subject matter lends itself discussing the nature of groups of people, their ideologies and how they behaved. It also lend itself to discussing how and why people changed.

Spiritual, moral, social and cultural development and British Values

We encourage the children to reflect on the impact of mankind on our world and explore how people have behaved in different civilizations, like the Romans and the impact this had and still might have. A number of important world-wide acknowledgements, like Black History Month, are covered in our collective worship sessions. We help children to develop their knowledge and understanding of different cultures, so that they acquire an understanding of how we are where we are today as a culture.

ICT

Information and communication technology enhances our teaching of history, wherever appropriate, in each key stage. Children use ICT to enhance their skills in data handling and in presenting written work. They research information through the Internet and libraries of digital images (e.g. what life was like for an evacuee).

Impact

History lessons at Ivington enable all pupils to have access to the full range of activities involved in learning history. Children are given the opportunity to demonstrate their ability in history in a variety of different ways, but particularly with re-enactment and hot-seating. Wherever possible, children experience practical work outside or on visits to increase their understanding of how the world has changed over time and what remnants remain of the past. Children have an understanding that not everything that happened in the past was positive but that we can learn from past mistakes and make the world a better place.

Assessment

At Ivington Primary and Pre-school, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the school's Feedback Policy will guide marking work. Teachers

monitor progress and adjust their teaching accordingly through their weekly planning. Medium term plans are adapted based on assessments. Teachers assess and moderate the children at either working towards the expected standard, expected or working at greater depth. Subject Leaders monitor this data and track key groups of children across school. Learning is evidenced and collected in a range of ways, with teachers incorporating a variety of formal written work, flipcharts, photographs and videos.

EVALUATING IMPACT ON LEARNING SEPTEMBER 2022-2023

INTENT	IMPLEMENTATION	IMPACT
Ensure a progressive and sequenced History curriculum	Sequencing of three-year rolling program identified, test child's learning journey tracked from entry to ensure that there is no repeated content.	Children build an understanding of chronology by revisiting content and the use of classroom timelines supports this.
Substantive knowledge and disciplinary knowledge to be clearly outlined in termly planning.	Teachers are to follow the key knowledge document for history, outlining the substantive and disciplinary knowledge to be covered in each year group throughout the year. Teachers will be advised to consider how skills from the progression map are being developed.	Monitoring has shown that teachers are following the key documents for history, focusing on both the substantive and disciplinary knowledge.
To ensure that children retain the key knowledge (highlighted in bold in the progression documents) covered in each history topic and are able to make links between different periods in history.	Teachers are to elicit prior knowledge from the children before presenting them with the new topic.	Accurate completion of key knowledge documents by the children has demonstrated that key historical knowledge has been retained.

FOCUS FOR LEARNING, SEPTEMBER 2023-2024

INTENT	IMPLEMENTATION	IMPACT
Interpretation skills are to be embedded throughout the school.	To continue to focus on the disciplinary knowledge set out in the key knowledge documents for history. To encourage and equip	

	<p>the children with the skills to apply second-order concepts such as historical thinking, reasoning and argument (requiring a metacognitive approach). Teachers to model their own thinking, reasoning and arguments to aid pupils with the development of such skills. 'Think, pair, share' strategies to be used in EYFS/ KS1/ LKS2 classes.</p> <p>Teachers will have access to the school's topic boxes to deliver history lessons, allowing interpretation skills to be developed further across all year groups.</p>	
To enhance learning in history through the use of historical novels.	Teachers are to be given the historical novels to complement children's learning of historical periods covered in their topic boxes. These could be read as a class novel alongside a history topic.	
To ensure effective retention of knowledge and aid children's communication skills in history.	<p>Teachers to use retrieval activities to aid the retention of history key knowledge. Metacognitive reflection activities to be used at the start and end of history lessons. Initial retrieval activities at the start of a history topic will refer to prior learning from previous year groups.</p> <p>Retrieval activities in history lessons to include:</p> <ul style="list-style-type: none"> • Asking pupils to 'speak like an expert' • Using working memory challenge grids • Using flashcards • Analysing and connecting images • Using quick knowledge quizzes in different formats • Applying retrieval practice within bingo games. 	

	Teachers to show visual images alongside teacher talk to increase the amount of information processed.	
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Longer-term targets

- To develop a link with the History department in a local high school.
- To conduct resource audits periodically
- To conduct staff self-assessment surveys
- Ongoing learning walks and book trawls