



Treverbyn Academy
Teaching and Learning Principles

Subject: History

Lead: Debbie Kearton

School Vision:

Our school will be an exciting place to learn!

We will:

- nurture individuality
- develop independence
- support children to reach their full potential
- encourage learners to be resilient

School Mission Statement:

To work in close partnership with the children, their families and the wider community to develop;

Subject Intent

We aim for a high-quality History curriculum, to inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. It allows children to delve deeper and connect to the past from the world in which they live in today.

Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions.

We want children to be passionate about history, to foster an awe and wonder about the past and to actively motivate children to ask 'why' events happened.

We define curriculum as the totality of a child's experience at Treverbyn Academy. This includes not only what activities and learning they are immersed in but also the processes involved in how the child learns.

Curriculum Intent:

We have developed a curriculum which develops:

Aspiration

Perseverance

Collaboration

Compassion

To ensure curriculum quality we have addressed the following:

- Developing sequential learning where pupils know more and can do more
- Local context and filling the gaps from pupils' backgrounds
- Considering depth and breadth and curriculum content
- Ensuring exposure and immersion in high quality texts linked to topics
- Having clear and focused opportunities for assessment
- A mastery approach
- Listening to the pupil voice
- Reviewing and evaluating curriculum design
- Clear curriculum leadership and ownership

Subject Implementation:

- Every class will study 3 topics which are focused on History
- Links will be made between prior learning and future learning
- New topics will begin with a recap of prior knowledge gained/taught
- Historical terms and vocabulary will be reinforced and demonstrated within the class
- Children will use a range of primary and secondary sources to gain information and knowledge

Subject Impact:

We aim for every child to be able to:

- Recall key periods of history and its place within a timeline and be interested to find out facts and information
- Identify key people in history who have contributed to the past and influenced the way we live today
- Make comparisons between periods of history, identifying similarities and differences
- Present my knowledge and understanding in a variety of ways

Skills Progression:

We use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

For further information, please see the subject overview grid and the skills progression document.

Contextual example:

For example, when studying the Ancient Egyptians in Year 5/6, children will understand how this fits in the timeline alongside previously taught periods in time such as, Romans, Victorians and Vikings.

Teaching and Learning Expectations:

- Lessons will promote a love of learning
- Activities/questions will promote curiosity
- A minimum of 6 hours per topic of work
- There will be the same high expectation of presentation and quality of work throughout all areas of the curriculum.
- Links within English and Maths, as well as drama and ICT links
- Regular opportunities for AfL through a range of activities
- Recall of prior learning - quizzes, topic maps, verbal discussion

Working Walls/Displays:

- Historical timeline related to unit of study
- Key words
- Examples of work linked to topic

Monitoring/Assessment:

- Exit Points (eg: quizzes, performances, writing links)
- Summative Assessment - EYFS, end of KS1 and the end of KS2
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work Scrutinise

History's Place in our curriculum

History's place in our curriculum

We are historians. We study people, places and events that happened in the past.

We think it is very important to know when and in what order things happened in the past. We call this **chronology** and in KS1 and KS2 we use the correct words and terms to show our growing chronological awareness. In Key Stage 1 we might say that an event happened *100 years ago* which is *before* our grandparents were born. In Key Stage 2 we might say that the First and Second World Wars both took place in the first half of the *20th Century* and were separated by a gap of 20 years.

We are aware that some of the topics we study in history deal with events which lasted for a short time (Great Fire of London) whilst others topics deal with events and developments which went on over hundreds of years (the Anglo-Saxon and Vikings). We are aware that historians divide time gone by into periods or ages which have their own historical names, e.g. the Stone Age, the Romans, the Stuarts, the Victorian era.

We think like historians. We study the history of Britain and the wider world, from the Stone Age to modern times.

We strengthen our knowledge of the past by thinking about differences and similarities between people, places and events in the past and our own world. We also think about similarities and differences between different periods of history such as the Ancient Greeks and the Anglo-Saxons.

We think about **change** and recognise that it can come about at different speeds, sometimes quickly and suddenly and at other times gradually or not at all (continuity). We try to explain what caused these changes to occur and what the consequences were. In Key Stage 1 we might say that a breeze caused the fire to spread quickly during the Great Fire of London. In Key Stage 2 we might say that *the most important reason why* the Romans defeated Boudicca was the training and discipline of the Roman Army *because* this allowed them to fight as a unit.

We also think about the **significance** of people, places and events in history. We ask ourselves why it is important to know about certain people, places and events in the past. What makes them interesting? What did they do or achieve? What can we learn from them? Have views changed about them over time?

We behave like historians. Another very important word for historians is **enquiry**. It is a word used to describe how historians go about their work and it involves thinking up lots of questions about what went on in the past. Being an historian is similar in some ways to being a police detective who looks for clues at the scene of a crime. Historians find out what happened in the past by studying **sources** such as diaries, paintings, photographs, letters and artefacts. These sources can provide valuable clues (evidence) to help us work out what happened and why. Sometimes sources are missing, broken or incomplete and this can make it very challenging to work out what went on. Sources can also be **interpreted** in different ways and so it is not unusual for historians to disagree! In KS1 we might look at an artefact from a Victorian house and have different ideas about what it might have been used for. In Key Stage 2 we might disagree about how honest the writer of an Anglo-Saxon document was being about the person he is describing.