



Crowmarsh Gifford C of E Primary School & Pre School

Care, Grow, Persevere, Shine

Crowmarsh Gifford Approach to History

This guidance outlines the teaching, organisation and management of the History curriculum taught and learnt at Crowmarsh. The implementation of these guidelines is the responsibility of all teaching staff.

SCHOOL VISION

A community supporting children to care, grow, persevere & shine.



INTRODUCTION

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which theirs is a central role. We teach them how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating. They begin by learning how to be effective learners and as they progress through year groups this becomes a strong work ethic that has far-reaching impact on secondary school life and beyond.

INTENT

Also see: SCHOOL VISION, CGPS Teaching, Learning & Assessment Policy

Subject Intent Statement

'Think like a historian...speak like a historian'

At Crowmarsh we aim to inspire children's curiosity about the past and what it means to be a historian. Through planned topics, children have opportunities to build a chronologically secure understanding of British history, as well as that of the wider world. Our history curriculum aims to equip pupils to ask questions, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. Alongside historical knowledge, there is a strong emphasis on developing specific history skills, particularly: understanding of chronology; interpretations of evidence; changes within a time and across time periods; cause and consequence.



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IMPLEMENTATION

Also see: CGPS History Curriculum overview, Appendix 1 History Essentials

Subject Planning & Teaching

Our curriculum follows a question-based approach using units of work from KeyStage History (web resource). Throughout the curriculum, the following core historical concepts/skills are taught and developed:

- continuity and change
- cause and consequence
- similarity and difference
- significance
- range of source
- chronology
- historical interpretation
- recognition of characteristic features

In addition, thematic links are made between units of work and across the entire curriculum to give pupils a more thorough understanding of more abstract concepts. These are:

- ambition and aspiration
- society and culture
- civilization
- settlement
- invasion
- innovation

New units begin with the chance for pupils to share what they already know about the upcoming topic. Regular opportunities are built into units of work to review the learning that has taken place in previous units as well as previous lessons.

Within the teaching of our history curriculum, we:

- enable pupils to build on and develop their vocabulary, knowledge and skills each year
- share a knowledge organiser at the start of each unit, providing details of key information, key questions and vocabulary for the topic
- refer to timelines within each topic to develop children's understanding of chronology
- use the history of our local area and community to develop historical skills and knowledge
- ensure that the history skills being taught or applied are made explicit to the children, encouraging them to ***think and speak like historians***
- use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past
- support children to appreciate similarity and difference in the world around them, having empathy for the lives of others and respect for others' beliefs, attitudes and values
- build in opportunities for children to develop their oracy skills by sharing and presenting their work with others
- help children to apply knowledge and skills from other subjects in their history lessons
- use working walls to support children's learning
- use both fiction and non-fiction texts to develop understanding of the past

History Resources/Schemes

- Key Stage History (website resource)

Subject Enrichment: See Teaching, Learning & Assessment Policy



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Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

History (Understanding the World) Curriculum Link to EYFS Framework - Statutory Guidance:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

In their learning about past and present, children at the expected level of development will: talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.

IMPACT

Our pupils '**speak and think like historians**', confidently discussing the history skills and knowledge they have acquired and the progress they have made. They are engaged in history lessons and keen to share their learning with others, communicating their ideas confidently in a range of ways. Children have an understanding of their history and of their place in Britain and the wider world, as well as an understanding of how historical concepts have driven the development of all civilizations. They are increasingly aware of how historical events have shaped the world that they currently live in. As a result of skills teaching, children become increasingly critical and analytical within their thinking, making informed and balanced judgements based on their knowledge of the past and using a range of evidence. Children develop enquiry skills to pursue their own interests within a topic and ask further questions. They are able to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the history curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. The history leader will produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

Our history curriculum is monitored through formative and summative assessment. Each lesson includes opportunities for teachers to assess pupils against the learning objective (for example, using teacher observations, discussion with pupils, self-assessment and peer assessment) and at the end of each unit pupils complete an summative assessment task. Teachers complete summative assessments at the end of



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each unit, showing which children have met the expected standard, those who are above or those who are still working towards. There is also an opportunity for them to record any strengths, difficulties or trends noticed within each unit, which is then shared with the subject leader.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the history subject leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the History Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for history within the Crowmarsh curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of history.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



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Appendix 1 History Essentials

History Essentials			
Year Groups		EYFS – Year 6	
Time Allocation		1 hour per week, 3x 6-week units (or equivalent) per year	
	Resources	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> National Curriculum CGPS Goals CGPS History Curriculum Overview 	<ul style="list-style-type: none"> Learning appropriate to agreed CGPS History Curriculum Overview, skills progression and goals Use of a range of well thought out resources, including IT and a range of other books 	
IMPLEMENTATION	<ul style="list-style-type: none"> Key Stage History CGPS History Curriculum Overview CGPS History assessment 	Each unit <ul style="list-style-type: none"> Reference to timeline Reference to golden threads as relevant Focus on at least one quality extended written outcome 	Rather than simply acquiring more knowledge: <ul style="list-style-type: none"> analyse information to look for patterns Sort and classify information <ul style="list-style-type: none"> Site/museum visits, visitors in, ICT Use of next steps Random Reporter Tell your partner/trio Think-pair-share (higher order thinking) Think time Whiteboard responses Sentence stems
		Each lesson <ul style="list-style-type: none"> Think like a/speak like a historian Historical enquiry – reference to core concepts/skills (as per CGPS History Curriculum Overview) Use of a selection from: artefacts, images, videos, excerpts Setting challenges that encourage pupils to think, e.g. lesson framed as a key question 	
IMPACT	<ul style="list-style-type: none"> Teachers' AFL records CGPS History assessment 	<ul style="list-style-type: none"> Questions to check understanding. Scanning classrooms Mini plenaries Marking/feedback, where appropriate, in accordance with CG policy Discussions with children. Collaborative learning Adapted planning for the next lesson. Children's self and peer assessment Teachers' AFL records 	<ul style="list-style-type: none"> Peer evaluation Self-assessment Flexible groupings. Children's peer and self-assessments. Testing Quizzing Short diagnostic assessment tasks