



## Park Street History

### Intent, Implementation and Impact

#### INTENT

The school's policy for history is based on the new primary curriculum, which has been statutory since September 2014. Our main aim at Park Street is to stimulate the children's interest, curiosity and understanding about the past by making connections. Children will learn about history by connecting prior learning across time and space to new knowledge and experiences. In accordance with the 2014 National Curriculum, our broad and deep curriculum will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Studying history helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our aim for students when they leave Park Street, is for them to have an understanding that history is the narrative of the past, and that they can have an important role in shaping the future. By tracing common themes such as democracy vs dictatorship, and the concept of a nation, through a broad range of topics, they will be inspired to think of consequences of people's actions on a bigger scale and to consider their own role now and in the future. We believe history encompasses the acquisition of knowledge, concepts, skills and positive attitudes. We want to encourage a sense of enquiry and to extend every pupils' knowledge and understanding of the world around them.

We will support them in this by:

- fostering in children an interest in the past and developing an understanding that enables them to enjoy all that history has to offer
- teaching children about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world
- developing a sense of chronology and an understanding of how events fit into the framework of the past, present and future
- helping them to know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education
- helping them to understand how Britain is part of a wider European culture and to study some aspects of European history
- studying history on a local, regional, national and global scale
- giving them some knowledge and understanding of historical development in the wider world, including ancient civilisations empires and past non-European societies
- helping children understand society and their place within it, so that they develop a sense of their cultural heritage
- developing in children, the skills of enquiry, investigation, analysis, evaluation and presentation
- encouraging them to ask and answer historical questions, and to create their own structured accounts including narratives and analysis
- introducing them to new historical vocabulary and modelling how to use it
- helping them to understand historical concepts such as continuity and change, cause and consequence, and use them to make connections.

#### IMPLEMENTATION

##### **Teaching**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary and secondary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the

past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Metacognitive strategies are embedded in the planning and teaching across all subjects at Park Street. Children are provided with learning journeys, outlining key learning objectives at the start of each topic, and these are referred to at the start of each lesson, reviewing what has been covered so far and what we will learn next. Learning objectives are made explicit at the start of each lesson and children are encouraged to self-evaluate their successes within the lesson and potential 'next steps' to further extend their learning.

Teachers endeavour to use their knowledge of SOLO taxonomy to support pupils in moving from pre-structural understanding towards extended abstract; first learning the new ideas, then making links between these ideas, and finally making connections to prior learning outside the current topic. These processes help to embed knowledge in the long-term memories of the pupils.

### **Inclusion**

We seek to make learning opportunities accessible to all by providing tasks which offer scaffolding for any children who may need it, including our pupils with SEND, Pupil Premium and those with English as an additional language. We endeavour to give every single child the opportunity to make progress and excel. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty - not all children complete all tasks but all children have opportunity to try.
- when appropriate, grouping children by ability in the room and adjusting tasks, support or resources for each group.
- providing resources of different complexity or reading level depending on the requirements of the child.
- using classroom assistants or teacher to support or extend children individually or in groups.
- planning off-site visits, online lessons and expert visitors wherever possible, to ensure pupils can experience historical sites, artefacts and additional subject specific expertise.
- setting additional 'challenge' tasks or questions to engage our gifted and talented children.

We ensure that all our children have the opportunity to gain knowledge and understanding regardless of gender, race, physical or intellectual ability. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, and linguistic or gender bias.

### **History curriculum planning**

Our curriculum covers all objectives from the National Curriculum and we ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. We build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. Topics are chosen in order to take advantage of the fantastic sites we have available on our doorstep in Cambridge wherever possible.

As a mixed-age school, our planning for each class is on a two year cycle, and the long-term curriculum overview outlines the topic studied in each class in each half term. These topics are cross-curricular and link to other subjects wherever possible. Some topics have a particular historical focus and, in Key Stage 2, we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. Our objective tick-sheets outline which objectives are covered in each half term, and ensure every objective from the National Curriculum is covered, and that learning is not repeated unless for consolidation.

The class teacher writes medium and short-term plans for their history lessons. These list the learning objectives for the term, and the objectives and activities for each lesson and are differentiated accordingly.

### **Early Years**

We teach history in Owl Class as an integral part of the topic work covered throughout the Reception year. We follow the statutory Early Years Foundation Stage Framework and we use 'Development Matters' as a vehicle for delivering our curriculum. This enables us to cover the 'Understanding the World' objectives which ensures that we incorporate historical knowledge and skills. These Early Learning Goals (ELGs) underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives, developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Writing is always linked to our topic which often has a historical theme.

### **Health and Safety**

- Teachers must plan safe activities, both on and off-site, and complete a risk assessment if necessary.
- The use of any equipment/materials/sources is to be modelled carefully prior to pupil access.
- Expectations about how to place, carry and use equipment/materials/sources are carefully outlined.

### **The History Co-ordinator**

- Takes the lead in policy development and the implementation of the Scheme of Work.
- Supports colleagues in their development of planning and implementation of the Scheme of Work.
- Monitors the resources and takes responsibility for the purchase and organisation of central resources for history.
- Shares information about possible off-site visits, visitors or online sessions and supports in arranging them.
- Keeps up to date with developments in history education and disseminates information to colleagues as appropriate.
- Monitors the teaching and learning of history throughout the school.

## **IMPACT**

### **Assessment**

Our history curriculum offers high quality and well-planned lessons which encourage progression. Topic questions, learning journeys and clear objectives work together to ensure that the children are clear about what they are learning and how they will do so.

We assess prior learning at the start of each history topic using a mind map format, with prompts linked to the objectives to be covered on the learning journey. Pupils add to this at the end of the topic in a different colour, to share their learning. They are also asked to complete

- We ask questions designed to extend and scaffold further learning.
- We mark each piece of work positively, making it clear verbally, or on paper, where the work is good, and how it could be further improved.
- Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. They use green pencil or pen to make corrections or improvements to their work.
- Pupils are given printed learning journeys and success criteria on challenge headers each lesson to enable them to track their progress through each topic and to ensure they are aware of their successes and next steps.
- Formative assessment is used by teachers each lesson to identify gaps and next steps for individual pupils, enabling them to move on in their learning. This is carried out using precise questioning to test conceptual knowledge and skills, and using pupil work.
- In Reception all work is linked to the EYFS curriculum and assessed accordingly.
- At the start of a topic mind-maps are used to give the opportunity for children to demonstrate their prior knowledge, and to enable teachers to adjust their planning accordingly. These are added to at the end of the topic to highlight progress and for teachers to respond to any misconceptions or gaps. A SOLO hexagon activity is also used at the end of each topic, allowing children to express their depth of understanding, and teachers to respond accordingly.
- The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school and are used for moderation between staff.

- Reports to parents are written once a year, describing each child's attainment in history.

By the time pupils leave Park Street Primary School they will:

- have a deep understanding of common threads through our curriculum such as democracy vs dictatorship, and the concept of a nation.
- have a secure knowledge and understanding of people, events and contexts from the historical periods covered.
- have the ability to think critically about history and to present and communicate their opinions confidently.
- have the ability to consistently support, evaluate and challenge their own and others' views using relevant and accurate historical evidence derived from a range of sources.
- have a passion for history, an enthusiastic engagement in learning and a strong sense of curiosity about the past
- have an excellent understanding of how and why people interpret the past in different ways.
- **understand that history is the narrative of the past, and that, by applying what they have learned about the past, they can have an important role in shaping the future.**