



# Euxton Church of England Primary School

In our Christian family, we all SHINE in the light of Jesus.



## Subject Leader Report – History

**SUBJECT LEADER: Kath Smith**

### INTENTION - Subject Overview:

At Euxton Church of England Primary School, the aim of History teaching is to ensure that all pupils are given the opportunity to learn about the past in Britain and the wider world. History is a valued part of the curriculum at our school, with detailed planning providing learning opportunities that spark children's curiosity and inspire them to learn about real people who lived in the past and about real events, set in a context of time. 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. We aim to equip pupils with the appropriate skills to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

At Euxton Church of England Primary School, we understand our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to our school vision and opportunities to make links with other cultures/religions are promoted, as evidenced in the long term and medium-term plans produced by teachers in each year group.

### IMPLEMENTATION – Planning:

At Euxton Church of England Primary School, History is taught through a thematic approach. In Key Stage 2, British history topics are studied in chronological order to support children's understanding of chronology. Local history topics also tie in with this chronology. World history topics are sequenced in order of theme: Y3 study the beginnings of Ancient civilisations- where and when they appeared, Y5 study the impact of Ancient Greece on modern life and Y6 study a non- European society that provides contrasts with British history. Our curriculum is planned with care and precision so as to engage and inspire pupils of all ability levels. The detailed plans produced by teachers enable children to access the curriculum at their own level. Long term and medium term plans produced throughout the school clearly map out the themes covered each term for each year group. In addition to outlining the themes to be covered, the plans ensure an appropriate balance and distribution of skills to be taught each term. History objectives have been linked to each theme to ensure full curriculum coverage. Children are also given the opportunity to apply their historical skills and knowledge to other curriculum areas. Cross-curricular opportunities are provided throughout the school such as Design and Technology (building castles in KS1, Roman shields in KS2), Art (Fire of London, Stonehenge collages), Drama (Thematic Days-World War 2, The Romans, The Vikings), Computing (internet research of significant events and individuals), Maths (reading of graphs and charts) and Geography (journeys that historical figures have undertaken).

### 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 Euxton CE Primary 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 Euxton CE Primary 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.

**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).

**EVALUATING IMPACT ON LEARNING SEPTEMBER 2022-2023**

INTENT	IMPLEMENTATION	IMPACT
Following the completion of RAG ratings for History, the areas outlined below are to continue to be a whole school focus: <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Enquiry</li> </ul>	<p><b><u>Interpretation:</u></b> teachers are to ensure that children of all ability levels are given the opportunity to identify <b>what</b> is important and to know that our understanding of the past comes from <b>different sources</b>.</p> <p><b><u>Planning and Carrying Out Historical Enquiries:</u></b> to ensure that opportunities are provided for children in each year group to develop their knowledge/understanding by carrying out investigations related to their topic area. Teachers will use <b>key enquiry questions</b> from the planning scaffold for each lesson and share these with the children so that learning is enquiry-led.</p>	<p>History analysis shows progress with enquiry skills. Teachers have ensured that lessons are more enquiry-led, with key questions from the planning scaffold being shared with the children.</p> <p>History analysis shows that interpretation is still an area to focus on. A variety of sources of information are to be presented to the children across all year groups to ensure that children can identify what is actually important and relevant when studying periods of history.</p>
Substantive knowledge and disciplinary knowledge to be clearly outlined in termly planning.	Teachers are to follow the key knowledge document for history, outlining the <b>substantive</b> and <b>disciplinary knowledge</b> 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 (marked in green on the planning document).	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 to produce title pages for each new history topic to be covered. Teachers are to elicit prior knowledge from the children before presenting them with the title page. The title pages are then to be stuck into History books at the start of each new topic. The title pages will include the following sections: <ul style="list-style-type: none"> <li>• We know:</li> <li>• We will:</li> <li>• To be continued:</li> </ul> Children (in Y1 to Y6) are to continue to complete the key knowledge organisers at the end of each unit. These are to be passed on to teachers in the next year group at the end of the summer term in plastic wallet folders.	Accurate completion of key knowledge documents by the children has demonstrated that key historical knowledge has been retained. Following the attendance of a history course with Steven Kenyon, it was agreed that title pages will be stuck into books after a topic has been introduced, so as to allow for enquiry skills to develop and to nurture the sense of awe and wonder at the start of each new history topic. A page will be left blank with a question mark on it and the title pages will be affixed to those pages after the first lesson.

**FOCUS FOR LEARNING, SEPTEMBER 2023-2024**

INTENT	IMPLEMENTATION	IMPACT
Interpretation skills are to be embedded throughout the school.	<p>To continue to focus on the disciplinary knowledge set out in the key knowledge documents for history. To encourage and equip 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>A range of new artefacts and sources of information are to be ordered/ collected. These will be sorted into topic areas. Teachers will have access to the 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 a list of historical novels to complement children's learning of historical periods covered. 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"><li>• Asking pupils to 'speak like an expert'</li><li>• Using working memory challenge grids</li><li>• Using flashcards</li><li>• Analysing and connecting images</li><li>• Using quick knowledge quizzes in different formats</li><li>• Applying retrieval practice within bingo games.</li></ul> <p>Teachers to show visual images alongside teacher talk to increase the amount of information processed.</p>	

... "Commit to the Lord whatever you do, and he will establish your plans." Proverbs 16:3