

Our vision for **History** at Birley Spa Primary Academy

Intent

At Birley Spa Primary Academy, we are HISTORIANS! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation and analysis.

Implementation (including pedagogy)

At Birley Spa Primary Academy, History is taught in every year group, over three half terms per year. Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. We have developed a progression of skills with each year group, which enables pupils to build on, develop and revisit their skills each year.

Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication. (See History Curriculum Progression document).

Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the History curriculum. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.

Educational, immersive displays that answer key questions help to create a rich learning environment for each History focus. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing.

EYFS:

- The Early Years Foundation Stage Curriculum supports children’s understanding of History through the planning and teaching of ‘Understanding the World’ (Past and Present).
- By the end of FS2, 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

Children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. This will be done through a curiosity approach to learning and will be mainly child-led with appropriately targeted questions, activities, discussions, stories and trips. Storybooks also provide rich opportunities to gain an insight into how people lived in the past. Practitioners encourage investigative behaviour and raise questions such as, ‘What do you think?’, ‘Tell me more about?’, ‘What will happen if..?’, ‘What else could we try?’, ‘What could it be used for?’ and ‘How might it work?’ Use of language relating to time is used in daily routines and conversations with children for example, ‘yesterday’, ‘old’, ‘past’, ‘now’ and ‘then’.

Key Stage 1:

In line with the national curriculum 2014, the curriculum at Birley Spa aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary.

Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time (including technological advances).

Children will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work.

Key Stage 2:

Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. Children will regularly address and be encouraged to devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. The children will also investigate the Vikings and Anglo-Saxons. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

We will study the impact of the World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality. Children will also explore the theme of, Monarchs then and now, examining the changing power of monarchs over time.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations including The Romans and Ancient Egypt. Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world.

Lesson Timings:

- Introduction (5 minutes) - Introduce the Learning Objective, Success Criteria and the Specific vocabulary linked to the lesson
- Pupils Skill Development (5 minutes) - Teacher introduces the skills linked to the Learning Objective and explains how we will improve these
- Input (20 minutes) – Teacher introduces concept, discussions are held, videos/artefacts used to help understanding, key vocabulary is shared
- Learning task (25 minutes) Teacher models what they want the children to do and they complete given task. The vocabulary linked to the lesson will also be used during this time. Pupils carry out the given task.
- Conclusion (5 minutes) Pupils reflect on the task they have done and how it links to the learning

History pedagogy:

Key pedagogy that underpins the teaching of History at Birley Spa Primary Academy includes the following:

1. Questions and Questioning

Enquiry lies at the heart of history. Understanding the past involves a process of enquiry, where we examine sources about the past, raise questions and debate their meaning.

Closed and open questions: We can ask children closed or open questions. Closed questions will test recall and understanding and help children to revise what they know. As such, they have a useful place in a teacher's repertoire. The best questions, though, are open questions. Open questions in history focus children's attention, rouse curiosity and interest, drive and shape the investigation, elicit views and stimulate purposeful discussion. Open questions promote higher order thinking and so help children to develop their thinking skills.

Key questions: Key questions are overarching questions which give any lesson or topic unity and coherence, driving and focusing the investigation. A key question for a topic might be: Why do we learn about the Ancient Greeks? What was special about them? and for a lesson within the topic: Was there a Trojan War? Not all questions are key, or important. It is all too easy to ask trivial questions. Good questions challenge us to investigate a topic and help us to develop our understanding of the past.

Children asking questions: Learning to ask good questions is a valuable skill to acquire, and our pupils will become good at questioning if we build in opportunities for them to ask their own questions.

When we invite children to ask questions about a topic, such as the Great Fire of London, we must treat their questions with respect: by recording them, pursuing our investigation of the topic with reference to them and, at the end, reviewing them to check whether we have been able to answer them all? and if not, why not.

2. Speaking and listening, discussion and debate: Oracy

Speaking and listening are crucial for practising and embedding new vocabulary and concepts, and as such form the bedrock on which literacy is built. They also form the basis of social interaction, and are skills to be taught, as listening and turn-taking do not come naturally to children. Discussion and debate sharpen thinking skills and promote understanding. By teaching history as a process of enquiry, a process that demands the questioning and debating of evidence, we advance oracy, historical literacy and thinking skills. We give children opportunities to develop their oracy through:

- Problem-solving and defending conclusions reached
- Group discussion to test meaning and refine ideas
- Simulation and role play
- Asking children to pose questions, to predict, to raise doubts
- Explaining their thinking processes and ideas
- Evaluating their own learning.

Set rules for class discussion and debate together with the children. A key principle is that whoever is speaking has the right to be listened to. A speaker's ring or stone helps to establish such right. Points to consider when planning a debate:

- The key question or issue (e.g. How should Drake treat mutineers?)
- The evidence the children will use to support their arguments
- Setting the scene for the debate (e.g. via story or brainstorming)
- Promoting orderly thinking and good arguments
- Follow-up work, e.g. writing, presentations.

3. Reading books

Reading books is very different from reading documents. Books are more diffuse, and carry many different forms of information and evidence. Good books provide rich sources of knowledge about any given historical period. To help children use books well, we aim to do the following approaches:

- Book navigation exercises: These are invaluable for giving children an overview of the topic and a 'map' of the historical territory. Children do index-searching in pairs. Who are the key people? Key events? Has everyone got the same list? Discussion about relative importance.
- Look at contents, at the picture on the front cover: What or who does the book's author pick out as significant?
- Flick through: skim and scan, looking at the signposts in the books to form mental pictures. Then make three statements, and pose three questions. From these build up a class picture of key features, and hold a class quiz.
- Organise the information in the book into overlapping sets.
- Write down one or two words/sentences about each significant person or event to start a timeline. This is best done later in the topic, and is good for the more able.
- Simple data capture. For instance, children could draw a chart showing features of daily life (shopping, home life, schools, transport, occupations). The children can

help to decide the categories. They then research in their topic books and fill in the chart.

4. Questions and hypotheses

Here are two effective approaches we aim to use:

- Pose questions which prevent children from copying from the text, such as 'Was Montezuma great?' or 'Were the Romans a good thing for Britain?'
- Formulate hypotheses for the children to test by evaluating information in their topic books, such as 'All evacuees had a horrible time away from home during the war'
- Causes and consequences: Children could make a Causes list and a Consequences/Results list of, for instance, the Saxon invasions of Britain, and try to explain how they are linked.

5. Reading documents

Historical documents offer the full range of types and genres of writing, from letters and diaries to official speeches and reports, from narrative accounts to poetry of every kind, from instructions to persuasive arguments and advertisements. As such, they make excellent shared texts for literacy teaching, introducing children to new ideas, vocabulary and forms of language. Crucially, if tied in with the teaching of a history topic, historical documents provide a context that enhances the learning of literacy.

The historical context connects the children with the people, society and situation that produced a particular document, engaging them imaginatively in exploring its wider meaning. Reading historical documents includes reading as a technical exercise in comprehension and deconstruction, but goes way beyond this to the higher literacy of understanding meaning, situation and significance.

6. Learning about Time

History is concerned with lives, events, situations and developments in time and through time, so chronology is central to its understanding. A class timeline is an essential element of any history unit. It gives the children a framework for understanding and organising the historical period: when it all happened, what happened at that time (the key events), how things developed or stayed the same (change and continuity) and the sequence of events. We utilise numbers, pictures, artefacts, and the written word (captions, labels, explanations, accounts). Some useful chronological activities for children to engage in:

- Sequencing pictures or artefacts (such as for local history, buildings according to period built; for Britain since 1930, fashions or inventions)
- Comparing now and then (how did people travel to school or work then, and how do they travel now; or how many hours a day did children in the mines work compared with children's work at school today)
- Comparing the features of different decades within a period

- Building up class timelines (such as incrementally over the course of a unit; or selecting key events from topic books to place on a skeleton timeline showing decades)
- Selecting key events (or headlines) of the decade (or year)
- Writing logs, chronicles or diaries of events such as Viking raids, the course of the Spanish Armada, the Jarrow march, the Great Fire of London
- Compiling personal life timelines (for themselves, or for key historical characters such as 'Henry VIII: This is Your Life').

7. The Visual Image

Visual images are powerful teaching and learning tools, providing windows into the past. We need to teach visual skills to children, and that means treating pictures as sources of information. Pictures can be read as texts in their own right, not as mere illustrations. Although children are surrounded by visual images, particularly on television, they often cannot comment on or remember what they have seen - they have not engaged with the images, have not 'read' them. For that they need to look deeply, to enter imaginatively into the picture, to question, to hypothesise. Here are some strategies for engaging children in reading pictures.

- Play 'I spy with my little eye'.
- Quick flash of the picture: What did you see?
- Another flash: Look for something someone else saw, and another new item.
- Counting: How many pearls is Queen Elizabeth wearing? How many people are wearing brown? How many children are there?
- What do you think were the artist's favourite four colours?
- Put a photocopy of the picture in the middle of a sheet of paper.
- Write down three things it tells us, and three questions you want to ask about it Or, list all the feelings this picture arouses in you. Or, list the colours, the people, the objects, and so on.
- What are the people in the picture saying? Draw and fill in speech bubbles.
- Picture as video: What happened before the scene depicted? After?
- We then move on to consider the meaning of the image, its purpose, its context, what it meant to people at the time, what we can learn about the past from it.

8. Objects

As survivals from history, objects offer us an unrivalled way of touching past lives. Objects as humble as coins or old bottles can yield rich information and learning. They carry with them messages about the people who made, owned and used them, and about the places they came from and passed through. Strategies for introducing and using objects

- Wrap them up so the children have to try to guess what they are from the shape.
- Practical archaeology: bury objects (or fragments) in layers of sand in an old fish tank for the children to dig up and record using a grid.

- Object carousel: place objects on sugar paper on desks around the classroom. Groups of children spend 5 minutes with each object, recording their observations and questions on the sugar paper before moving on to the next object. Then pool knowledge and questions.
- Children observe, describe and draw an object in detail.
- Raise What, Where, How, When and Why questions about an object.
- Word games: pass an object round; each child must say something about it, or think of an adjective to describe it.
- Bring in a dustbin bag or old suitcase containing objects that give clues about the owner/s.
- Storytelling: incorporate an object into a story about the past. This will give the object special significance.
- Ask the children to bring in objects for a classroom museum (opportunities for sorting, categorising, labelling, layout).
- Use a collection of historical objects to write an Argos catalogue for the past.
- Ask the children to enact the object in use, or tell its story.

9. Drama and role play

Drama can play a spontaneous part in lessons, be a focal element in part of the course, or take the central role in a topic. It can be done by groups or the whole class. Drama works best if it is set in a specific historical context. There are three strands involved:

- the identity/roles of the people involved in the situation;
- the time and place of the events;
- a focus or issue that concerned the people involved.

Before you begin, decide what sort of historical learning you hope to achieve. An historical resource such as a story, document, picture or artefact can provide a good starting focus for drama. Some drama strategies

- Teacher in role
- Hot-seating
- Making maps or plans
- Still image
- Overheard conversations
- Forum theatre
- Counsellors giving advice
- Meetings

10. Expressive movement and freeze frames

Why use freeze frames and expressive movement? Children need help if they are to understand and sympathise with the feelings of people in history - their life experiences and knowledge are not as great as ours. However, their youth also means that they bring a sense of wonder, freshness and excitement to new situations. Freeze frames and expressive

movement tap into this sense of wonder. This teaching approach offers a way for children to work creatively, within a clear structure.

Like drama and dance, freeze frames and expressive movement open the door to understanding the thoughts, feelings and actions of past people. Participants express action, motivation and emotion through the language of the face and body. They communicate through gesture, movement, and their relationship to other performers.

What do freeze frames and expressive movement involve? Both freeze frames and expressive movement ask pupils to depict a sequence of events through a series of scenes or tableaux, telling a story enactively. With freeze frames, children move only as they change from one still frame or tableau to the next. When doing expressive movement children also move within each frame. Like drama, expressive movement incorporates words. These express the meaning of a situation for the participants, to provoke a response from them, or to convey a mood.

The end result is a performance in which the whole class takes part enactively. The children can communicate their knowledge and understanding with deep engagement and feeling.

Wider curriculum Implementation expectations:

In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons. At the start of each topic, children will review previous learning via a pre-assessment and will have the opportunity to share what they already know about a current topic.

Children (and parents/carers) are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document.

Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained. To support teaching, staff access a range of resources and planning including Rising Stars.

Impact

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Birley Spa reaching at least age-related expectations for History. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work.

Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.