



**History at
St Andrew's CE (VA)
Infant School**

Contents

Page 3	Timetable and Content of History lessons
Page 4	Planning Assessment and Resources
Page 5	Vocabulary
Page 6 – 7	Intent, Implementation and Impact
Page 8 - 10	History Policy
Page 11	Sticky Knowledge
Page 12-14	Deepened Knowledge/Greater Depth in History

Timetable

History will be taught following the Long-Term Plan with the Cornerstones Curriculum topics throughout the year. Some topics will have a History focus meaning that History will be taught weekly in afternoon sessions as well as being woven into English lessons. Teachers need to ensure that all of the National Curriculum statements for History are being planned for over the year.

Content of lessons

Lessons will begin with a 'Quick 6' style recap of previous learning. Teachers will ask the children key questions to assess their understanding of the History taught so far. Questions may relate to the current topic, recap previous topics or even revisit prior learning from other year groups. This will help to reinforce learning and to guide teacher's further planning.

Children are taught historical skills from the Rainbow Continuum alongside coverage of the National Curriculum. Lessons are recorded in a variety of ways; in their individual topic books, the class big book, or on displays in the classroom.

At St Andrew's Infant School, our History lessons are woven into the Cornerstones curriculum topics each half term. Some topics have a History focus, in which case, many of the History objectives will be covered in one half term. For example, in Year 2, one of the topics is 'Street Detectives'. The children look back on how the local area has changed as well as learning about a local person of significance.

History lessons at St Andrew's Infant School should provide children with a rich understanding of life and of the significant people that have contributed to this country. It is important that children are exposed to the changes and events that have occurred, that have helped to shape life as it is today. This is achieved through the use of engaging lesson styles including appropriate videos, artefacts and access to a wide variety of fiction and non-fiction books. Lessons should involve the children learning through research, team work and enquiry and observation.

Classroom – History

All classrooms should display the children's birthdays, month by month.

In EYFS, big books are used to collate and display key events throughout the year including Remembrance Day, school trips and topic work. This can be revisited by the teacher and children at any point.

A timeline should be displayed in the classroom showing key events such as The Great Fire of London and The Moon Landing as well as some events within the children's lifetime such as the year they were born. These timelines include previous events studied and are built upon across the year groups.

Children's History work should be displayed in the classroom and displays should include current, useful vocabulary that the children can use in lessons.

Work that is produced individually should be done in children's Topic books with the date and a title. Work that is completed as a class or in small group should be displayed in the class 'Big Book'. This work should be assessed with a sticker, showing which children are working towards and which are working above the objective.

Planning

As an early adopter school, the EYFS teachers will follow the new framework for the specific area of learning, 'Past and Present', to enable children to build their understanding of then and now and to start to make comparisons. Teachers will listen to and record the interests of the children to inform planning and decide on topics. Through observations and conversations with the children, teachers will assess which areas require more focus and which topics will help children to achieve ELGs.

In KS1, topics are chosen from the Cornerstones curriculum and then built upon using the National Curriculum objectives. Across the year, the topics chosen should successfully cover all History statements for the year group. Teachers should collaborate in order to fill any gaps missed in the previous year. Teachers also follow the Rainbow Continuum of Skills which ensures that children are developing the appropriate skills in lessons as well as the knowledge.

A list of 'Sticky Knowledge' has been developed for history so that teachers can plan and recap the knowledge that is considered essential to the children's learning. Lessons should be planned to include a 'Quick Six' starter quiz to recap previous learning and embed knowledge.

Lessons should be engaging, with a mix of practical activities, field work and recording in books. In History, videos help children to visualise the events and bring it to life.

Assessment

Assessment in History is ongoing through the use of questioning in lessons. Teachers should identify gaps in children's skills and knowledge and ensure this is planned for, at a later date.

History assessment data should be completed termly.

History Vocabulary Grid

EYFS	Year One	Year Two
old new past family ago before	in the past a long time ago present before after then now years object artifacts eye-witness picture photograph compare different same years event change order explore celebrate king queen famous timeline	historical event chronological order eye-witness research sequence source democracy locality parliament similarities/differences changes comparison

Intent, Implementation and Impact

Intent

Our history topics are informed through the National Curriculum, as well as the context of the local area, and the interests of the children. We use the Rainbow Continuum to ensure that children are taught historical skills and that those skills progress as they move up through school.

High quality lessons inspire children to want to know more about the past and to learn from the past. Where possible, we link history learning to other subjects to allow children to be fully immersed in their learning.

Through our teaching of History at St Andrew's, we intend to:

- fire pupils' curiosity about the past in Britain and the wider world
- encourage thinking about how the past influences the present
- help students develop a chronological framework for their knowledge of significant events and people
- foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened

Through history, we can also:

- improve pupils' skills in literacy, numeracy and ICT
- develop pupils' thinking skills
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- develop pupils as active citizens

Implementation

The History lead checks the long-term plans to ensure coverage of the National Curriculum content and the historical skills set out in the Rainbow Continuum.

To create the interesting and engaging lessons, we use a variety of resources. Memorable experiences such as trips or in-school visitors create excitement and interest in children. Home learning projects also add to the immersion and interest and allow parents and carers to be involved with their learning and foster home-school links in subjects other than reading.

We provide the children with opportunities to ask questions and research using relevant books and the internet. As teachers, we are aware of previous learning and ensure this is built upon and extended in a meaningful way. By recapping learning regularly, we ensure that children are retaining the essential historical information and knowledge needed to progress through their education.

Lessons are planned to allow all children to fully access the History curriculum. The document 'What Greater Depth Looks Like at St Andrew's' allows teachers to plan lessons that will challenge

the most able. SEND pupils are supported through differentiated learning activities. This may include differentiating through outcome, support or through simplifying the learning objective. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their historical skills rather than their literacy ability.

As with all subjects, there is much information to take in. In order to help children retain key information, we use 'Quick 6' questions at the start of most lessons. These six questions revisit key facts and important information. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the 'sticky knowledge' for the end of Key Stage 1.

Assessment is ongoing throughout each history topic. Children start new topics by discussing or mind-mapping what they already know and what they want to find out as a pre-assessment activity. AfL is used regularly in lessons and misconceptions quickly clarified. Summative assessment takes different forms but may include a knowledge-based test or a written activity where children demonstrate their learning.

Impact

Impact will be measured by;

- half termly tracking of attainment
- monitoring of planning
- monitoring of class work and displays
- discussion with children and staff.

Each child's individual history book and the whole class 'Big Books' show that history is taught regularly and learning recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary.

History Policy

Rationale

History is about real people who lived and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. A further element is the communication of the past to later generations through talking and writing. The teaching of history gives children a sense of their own place and time and helps them to understand other times and other cultures. Through history, children learn to examine evidence and to think for themselves.

Aims

Through the study of History, we aim to:

- Develop an interest and enjoyment in finding out about the past.
- Give pupils the opportunities to develop awareness of the past and the ways in which it is different from the present.
- Enable children to gain knowledge of chronology within which they can organise their understanding of the past.
- Develop an understanding of why people acted in certain ways, why events happened and what happened as a result.
- Enable children to understand some of the ways they can investigate the past using a wide range of resources including artefacts, pictures, books, discussions with visiting speakers and ICT.
- Encourage children to communicate their thoughts and ideas.
- Develop an understanding that the past is represented and interpreted in different ways and be able to give reasons for this.

How shall we achieve these aims?

Children in the EYFS will work towards the desirable outcome of an ELG in the 'Past and Present' area, by meeting the statements set out in the Statutory Framework Curriculum 2020. The children will develop an awareness of who they are and then be able to discuss events in their own life as well as their families. This will be done using small world areas, role play opportunities and discussion.

Throughout Key Stage 1, the children will be encouraged to meet these aims by:

- investigating the lives of significant people and events
- beginning to order events, artefacts and other historical evidence
- using artefacts and historical evidence to explain the difference between life at different times
- developing an understanding of chronology by using common words and phrases relating to the passing of time

- communicating information in a variety of ways including talking and listening, writing and using ICT to share their ideas with one another

Organisation and classroom management

History is a Foundation subject. It may be taught through topic work, discreetly or as, for example, part of an English lesson e.g. where English skill is being taught using historical content. Children may work in small groups to discuss an event and collaborate on a piece of work or they may complete a task independently.

Teaching of History

EYFS

Following the Statutory Framework Curriculum 2020, EYFS teachers will ensure that children have the opportunity to;

- 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.

KS1

Teachers are responsible for including all or part of the 5 key elements of History into their topic. The key elements are intended as a guide to planning units of work. It may not be appropriate to include all 5 key elements within each study unit.

The five key elements are:

1. Chronological understanding.
2. Knowledge and understanding of events, people and changes in the past.
3. Historical interpretation.
4. Historical enquiry.
5. Organisation and communication.

Sticky Knowledge

Teachers should be aware of the key 'Sticky Knowledge' in History and plan to ensure children are accessing this knowledge and remembering it, by recapping at the beginning of each History lesson.

Resources

Every class has a variety of resources available; artefacts are kept in the curriculum cupboard and with the History subject leader. The children have access to class computers and netbooks which may be used to aid learning.

Assessment

There will be continual assessment of children's written and oral work by the class teacher. Samples of the children's work are stored in class files, termly. Assessments are made half termly and collated by the subject coordinator.

Equal opportunities, Special Needs and Racial Equality

All children should have equal access to the History curriculum in line with the School's Equal Opportunities Policy, Special Needs Policy and Racial Equality Policy. Teachers can aim to provide effective learning opportunities for all pupils by:

- setting suitable learning challenges
- responding to pupils' diverse learning, religious and cultural needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

If necessary, the SENCO and History co-ordinator will advise teachers on teaching activities relevant to pupils with special education needs including able pupils.

STICKY KNOWLEDGE - History

EYFS

- Understand the term 'in the past'.
- Talk about events in their own past (e.g. When I was a baby).

Year 1

- Know the difference between past and present.
- Use a simple timeline to order events in their own life (e.g. birth, starting school, learning to ride a bike).
- Recall an event from the past, nationally or globally (The Great Fire of London, Neil Armstrong – first man on the moon).
- Name a significant historical individual and their contribution (Rosa Parks, Mary Seacole, Florence Nightingale).

Year 2

- Know the difference between past, present and future.
- Use phrases such as a long time ago, centuries ago when discussing passing of time.
- Compare aspects of life now and in the past (e.g. seaside holidays).
- Name a significant historical figure and their contribution to national or international history (e.g. James Cook, Grace Darling).
- Name a historical individual in own locality and their contribution or achievement (Percy Shaw – cat's eyes).

What does Deepened Knowledge/Greater Depth look like in History?

In this document, there is a selection of criteria presented that staff should aim to provide for children during History lessons. This will assist pupils in getting to greater depth or show that they are performing at greater depth.

The National Curriculum states:

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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."

Guidance from professional bodies

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

What Deepened Knowledge/ Greater Depth means in History

A child learning at greater depth and therefore showing 'deepened knowledge' in History will have a secure knowledge of the facts but also an understanding of why they are important or relevant. They will confidently be able to;

- Work independently.
- Apply their skills and knowledge consistently, confidently and fluently.
- Organise their ideas to make connections with other areas of learning.
- Use their ideas to help them work with new areas of learning.

- Clearly explain what they have been doing and why they know they are correct to others.
- Teach others what they have learned to enable them to learn too.
- Be able to construct and explain historical arguments about why things happened and what its impact or consequences were, at a level appropriate to their year group.
- Understand and talk about history from different viewpoints, understand different sources and why these might be different, at a level appropriate to their year group.

Planning for Deepened Knowledge/Greater Depth

Planning will:

- Create links with prior knowledge, thereby cementing their understanding of places and concepts.
- Plan for group tasks. Children develop conversation skills and embed knowledge when discussing with peers. Allow children this time to work together and figure things out rather than always being teacher led.
- Provide extension tasks or questions on planning to ensure the children are reaching their potential in all lessons and are deepening their learning.

Use Bloom's Taxonomy to extend planned activities in order achieve GD:

- List, Define, Label, Name, Recall.
- Identify, Describe, Recognise, Locate.
- Sketch, Choose, Demonstrate.
- Categorise, Examine, Question, Distinguish.
- Collect (data), Formulate, Plan, Propose, Write.
- Argue, Compare, Judge.

Teaching for Deepened Knowledge/Greater Depth

- Hold high expectations of the children to promote a growth mindset in the classroom. Introduce more complex language and questioning to stretch the children and ensure their learning is not restricted. This will give children the opportunity to reach greater depth and think more deeply than just the basic concept.
- Ask why. Don't allow the children to settle with an answer just because you said it is correct. Encourage the children to explain their answers or justify why an answer cannot be correct. This gives children the opportunity for deeper level thinking and the ability to use the appropriate historical vocabulary in conversation. This also promotes extended discussion in class between the children before settling on an answer.
- Give children the opportunity to apply the skills they have learnt.
- Provide home learning and research which allows children to follow their interests, show their understanding and deepen their learning.
- Identify and challenge more able children in History to stretch further and keep learning interesting.

Achievement and Assessment of Deepened Knowledge/Greater Depth

Teachers will use conversation and questioning to assess whether pupils are working at greater depth in History. Key questions should be planned for using Bloom's Taxonomy to enable teachers to determine which children have a deeper level of understanding in lessons.

Work completed in exercise books should also be assessed by teachers. Teachers should be looking for the children's ability to provide explanations for their answers as well as applying their knowledge and skills to extension tasks. For example, children working at greater depth should be able to identify how transport has changed over the last century and then explain how this might have changed the way people live.