

# History Subject Rationale

## Our Vision

### **LOVE, LEARN, SHINE.**

*SHINE in the light and love of God.*

#### **LOVE**

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

#### **LEARN**

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

#### **SHINE**

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

*'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.*

*Luke 8 V16.*

## Vision into Curriculum

### ***Our vision translates directly into our curriculum in that:***

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness

## National Curriculum Aims and Purpose

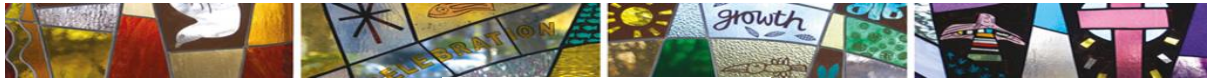
A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the National Curriculum purpose and aims for the subject.

In History they are;

### **National Curriculum Purpose**

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.

### **National Curriculum Aims**

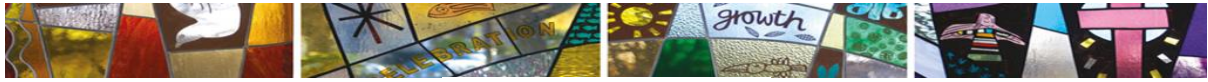
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history 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
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Quality First Curriculum Implementation in History**

Quality first curriculum implementation in history supports children in becoming secure and fluent in the identified agreed core knowledge and skills in history. Fluency and security in core knowledge allows children to explore concepts in greater depth exploring and evaluating concepts and ideas. This then enables children to articulate informed responses about the past, gaining a chronological sense of both British and personal identity as well as celebrating the history of the school and local community.

At St Peter's the journey to becoming historically literate begins in the Early Years. Our youngest children learn about history within the EYFS area of learning known as 'Understanding of the World'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. These will be led by the children's interest and the 'here and how' gained from the observation, assessment and planning cycle. For instance, children will explore their own personal history through a study of their family tree, in addition to learning about historical figures based on a specific theme, such as space. This initiates an interest in discovering about the past, stemming from their own historical identity.





By the time children reach the end of Year Six they will be securely historically literate and working in line with age related national expectations. They will have experienced a number of trips to enhance their historical understanding.

Our children will have a rich and deep knowledge of local, national and international history and will be able to use historical thinking skills such as investigating, considering, reflecting and reviewing events of the past.

They will apply their understanding of change and continuity, similarity and difference, cause and effect, chronology and significance to explain and interpret historical events. Our children will enjoy asking and answering challenging questions about history and making links between periods and themes they have studied.

When conducting historical research, they will select from a range of historical sources, using vocabulary confidently and accurately. They will be able to analyse and evaluate the sources of information they use.

### **SEND Provision**

Wherever possible or appropriate children with SEND access History along with their peers as we recognise the importance for all our children to access our curriculum in line with our curriculum design principles.

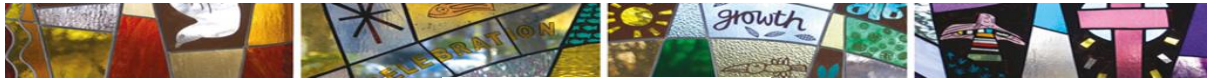
For some children with SEND, particularly those with high needs, access to History is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists, occupational therapy programmes or the SEN Hub. These programmes are timetabled to minimise the impact on the child's access to a broad and rich curriculum and do not impact on access to educational visits relating to History. Typically, these programmes are identified in EHCPs and ILPs and curriculum adaptations are agreed with parents.

Higher attainers in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate) which helps extend their verbal reasoning skills as well as supporting them to engage in creating, evaluating, and analysing, delving deeper into the subject content.

For children with SEND, access to the learning in History in lessons may need to be differentiated and scaffolded, whilst the planned, progressive curriculum content is retained. Children are supported to succeed through:

- Breaking down tasks into smaller chunks to achieve and prioritising understanding over task completion
- Giving sufficient time to process instructions, or adapted verbal or written instructions
- Wherever appropriate or possible, information is supported by pictorial or concrete cues. E.g. timelines that have pictures and not just written labels, and physical artefacts that the children can pick up and investigate.
- Scaffolded questions from adults and orally rehearsing thoughts with an adult.
- Where appropriate or necessary, pre-teaching core vocabulary or concepts
- Resources that support reduced cognitive load. E.g. key word mats and pre-written labels for ordering activities.





For children with very high needs, they may require additional resources such as differentiated worksheets or a practical activity in place of a written task. They are supported with additional teaching assistant time that is proportioned to enable children to succeed in History whilst promoting independence.

## Essential Characteristics of History

A feature of our curriculum design is the use of Essential Characteristics. These are the learning characteristics developed through the subject overtime. They act as a common thread between all the units studied in a subject and are developed from Early Years to Year 6.

In history they are;

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

## History Threshold Concepts

A further feature of our curriculum design are Threshold Concepts.

Threshold Concepts are the 'big ideas' that shape children's thinking within each subject. The same Threshold Concepts will be explored in every year group and children will systematically build their understanding of them. An important principle, is that exploring concepts will never be complete; children will continue to explore them for as long as they continue to study the subject.

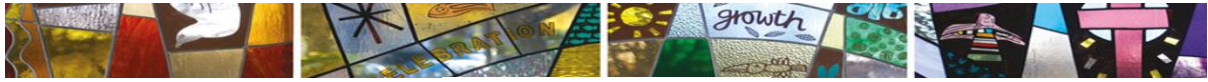
In history they are;

1. Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

2. Build an overview of world history





This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

### 3. Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

### 4. Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

## **Knowledge in History**

Knowledge in history typically falls into two categories. Substantive knowledge concerns the key facts and concepts in a subject (e.g. the Great Fire of London happened in 1666 and was caused by an oven fire that started in a bakery). Disciplinary knowledge relates to the thought process needed to explore and construct understanding within the subject (e.g. how historians investigate the past, and how they construct historical claims, arguments and accounts).

## **Monitoring & Assessing Progress in History**

By progress, we mean children knowing and remembering more. The key question we ask is: *'has a child really gained the knowledge to understand the key knowledge and concepts?'*

Assessing children's progress is vital in order to establish their acquisition of knowledge and skills in order to build confidence and fluency in all subjects. At St Peter's learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age-related way of obtaining the children's prior knowledge. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

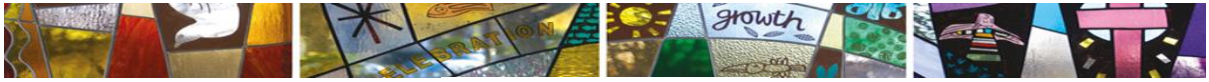
We track progress through teacher judgement, supplemented by frequent low stakes knowledge recalls (often in quiz format) and occasional formal tests to ensure knowledge is recalled and children are genuinely building upon secure prior knowledge.

In most subjects we are developing knowledge organisers to summarise key vocabulary (with agreed definitions), facts, and concepts. These clarify what has to be taught and are used as the basis of quizzes so that teachers can check the knowledge has been embedded.

In addition to assessing if children have secured the agreed key knowledge, 'Milestones' related to the Threshold Concepts are used to assess children's understanding and progress. Systematic planning of opportunities to learn and practise the knowledge and skills of each Milestone is built into each subject planning overview.

A blocked approach to curriculum delivery, including systematic structured opportunities for recall, is currently being developed and implemented.





St. Peter's  
Church of England Primary School

