



Individually Strong, Collectively Stronger!



History

Intent:

Children leaving Allen Edwards will have a secure and purposeful understanding of the past. Through a carefully connected curriculum which provides cross curricular links to Art, DT, Geography and English, children will build a coherent and chronological picture of both British and World history. As a result of assessment tools, children will build upon their previous knowledge and have regular opportunities for chronology, comparison, evaluating sources and historical questioning. They will be able to describe and appreciate the impact that historical development has had on the world and themselves. Children will understand key historical concepts, such as invasion, monarchy, empire and legacy, and build their knowledge within and across historical periods and eras. By creating a balance between substantive and disciplinary knowledge, children will leave Allen Edwards with a positive understanding of the value of history learning and with a desire to know more about the past. Children will show clarity when addressing and devising questions about change, cause, significance and similarity and difference. Their embedded historical knowledge will enable them to continue to make connections within their learning as they progress through their educational journey, building a broad and deeper knowledge about the past.

Impact:

As children move through school, they develop a chronologically sound knowledge of British and World history. Pupils build upon their previous learning, especially within historical key concepts, such as empire, monarchy, invasion and legacy, and be able to make connections and contrasts within and across historical periods. Historical vocabulary is embedded in the children's descriptions of historical events, significant individuals, changes, comparisons and historical causes. As a result of their growing historical curiosity, pupils construct informed and relevant responses to historical questions as well as pose questions when critically thinking about the past. Children consider bias and perspective when evaluating sources and use this to balance the information they receive. They have embedded substantive knowledge about historical eras, events and people they have studied.

Implementation:

History lessons used a wide range of pedagogical techniques to ensure clarity of learning for the children. Each lesson begins with a daily review to consolidate prior learnt knowledge and connect learning across lessons. This enables children to strengthen memory and immerses them back into historical learning and the context in which it is happening. Teachers use a variety of teaching and learning strategies, such as true/false quizzes or 'empty your brain' to inform and begin to make immediate adaptations to lessons.

New learning in History is presented clearly and in manageable chunks for the children. Teachers use their subject knowledge and knowledge of learning styles to ensure that children are not cognitively overloaded by their learning. Within History lessons, there is a strong balance of teacher talk to deliver new knowledge and question understanding with children discussing, thinking and exploring the new knowledge offered. Assessment for Learning (Afl) strategies, such as show-me boards, deliberate mistakes made by the teacher to pre-empt learning misconceptions and sequencing activities, which are used as integral parts of History lessons to allow for adaptations to be made within lessons based on children's feedback and understanding.

Historical knowledge of specific time periods and eras is built across a series of lessons. Core texts often link to historical contexts and provide additional background knowledge so that the children can build a deeper understanding. Links are made within English and History lessons to consolidate and extend learning.

Supportive pedagogical practises are used to develop children's understanding and learning links. Modelling is used by all teachers to apply knowledge. Children are supported through this modelling with how to utilise their knowledge as historians and develop not only their substantive understanding but also their disciplinary knowledge. Visuals, models, diagrams and narratives about the past are used regularly across school to support development of historical knowledge.

Questioning forms an important role within History lessons. Open and closed questions are used for a variety of reasons: to check understanding, develop critical thinking and historical opinion, to select key information from evidence and to evaluate this evidence to develop perspective and judgement. Across a unit of work, there are overarching questions spanning across lessons – e.g. did Great Britain win World War Two? – and lesson specific questions to build knowledge weekly – e.g. Who were the allied forces during WW2 and how did they collaborate to defeat the axis powers?

Active learning strategies are used to further embed knowledge within History lessons. These provide opportunities for children to use their learnt knowledge and they enhance motivation and engagement in lessons. An immersive launch day hooks the children into the historical era and builds enjoyment and curiosity about their learning. Drama, role play, freeze frames and collaborative projects provide opportunities for children to learn in a variety of ways. An enrichment opportunity, such as trips or visitors, further develops children's curiosity and knowledge of historical periods. Children are provided with memorable experiences to support retention of knowledge.

For more-able pupils, they have opportunities to work at a deeper level in History through using a range of sources to carry out their own historical enquiry, identify patterns and trends across historical periods that they have learnt about, devise historical questions relating to change, cause, similarity and differences within and across the periods within the curriculum.