

Our vision for History at Edna G Olds Academy - History Curriculum Statement

Intent

At Edna G. Olds Academy, we believe that through history, we gain a deeper understanding of ourselves and how our lives have been shaped by the past. History is about real people and real events that have shaped the wider world, our society and who we are today. As stated in the National Curriculum; *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.*

History gives children the tools and knowledge to analyse, interpret and ask questions about the rapidly changing world around them. It allows them to follow their own lines of enquiry, think creatively and make links with prior knowledge. We encourage pupils to consider how the past impacts upon the present through the cause and effect of significant events and individuals. As they do this, coupled with the assistance of timelines, children gain a chronological understanding of 'the story of history'. At Edna G. Olds Academy, history is primarily taught through the use of a wide range of historical artefacts and sources. Through this, they can truly engage with the past, make inferences, draw conclusions and make connections allowing them to develop their sense of identity and gain an understanding of historical heritage.

As children move through the year groups, they will begin to create links between the historical periods that they are studying, embedding their sense of chronology and allowing them to generate a solid understanding of how societies in Britain and the world have been shaped and are continuing to change. Thus, this will encourage them to become critical thinkers, not only within their study of history, but also in their everyday lives, equipping them with an inquisitive and challenging mind that will ready them for life beyond school.

Historians at Edna G. Olds:

- take an interest in the past, and to develop an understanding and knowledge base that enables them to fully engage in the subject
- inquisitively interact with artefacts and sources, drawing conclusions about the past from what they are presented with
- learn through the use of artefacts and sources enjoying discussions and debate around these glimpses of the past
- have a strong sense of chronology
- have solid historical understanding and a sense of cause and effect;
- to understand society and their place within it and see that there are many shared elements of historical heritage
- develop the skills of enquiry, investigation, analysis, evaluation and presentation



Implementation

Subject pedagogy

History is taught across all year groups each half-term. It is taught as a major curriculum focus for three half-terms and with a smaller focus for the other three. History topics are linked to the overarching curriculum topic each half-term. For example: resilience or symbolism (see the full curriculum document for a more detailed overview). A skills progression document outlines the key concepts and knowledge children must understand by the end of each year group. The concepts are mapped out across 4 key areas listed below:

- A: Chronological understanding
- B: Range and depth of historical knowledge
- C: Interpretations of history
- D: Historical enquiry

As children progress through school, they will have the opportunity to build upon concepts taught in previous years.

All lessons follow the 'REAL' model for teaching and learning:

Reflect - what you already know?

Educate - the learning you are going to be doing today

Apply - application of what you have been taught

Learnt - what have you learnt today?

Medium term plan documents for history map out the key concepts and knowledge along with the historical period, theme or person to be studied in each unit.

Using a range of assessment tools, adaption is facilitated by teachers to ensure that each pupil can access the history curriculum. Pupils are given the opportunity to self or peer assess which informs future planning, preparation, adaption and the addressing of misconceptions within that lesson or for the next.

Immersive corridor displays, which build upon the history taught in class looking at wider global contexts, provide children with the opportunity to discuss history and historical concepts within different contexts.

The key pedagogical approaches that underpin the teaching of history at Edna G. Olds Academy are outlined below:

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.

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.

Through the use of learning journals, the children will be able to think about their prior knowledge and then use this to pose questions about forthcoming history topics. These questions will be recorded as part of their learning journals and throughout the history topic, the children will be encouraged to see out the answers to the questions they have posed.

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. 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, thinking skills and collaboration. We give children opportunities to develop their oracy through:

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

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:

- 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
- 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.
- Discuss the accuracy of information found in books

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 Britain's resilience during the Blitz crucial to the outcome of WW2?' or 'How did Walter Tull show resilience in his life?'
- Formulate hypotheses for the children to test by evaluating information in their topic books, such as 'Only Britain suffered severe bombing during WW2'
- 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.

Interpretation of historical sources and artefacts

Historical sources and artefacts 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. Used with historical artefacts, we encourage the children to piece together the information found in these sources in order to build up a more detailed picture of life during the period. As part of this, we will discuss the accuracy of primary and secondary sources and think about the reliability. Teachers must try to show a balance of opinions in order for children to realise that details of historical events and periods are up for debate.

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 'Sarah Forbes Bonetta').

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 Queen Victoria 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.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how 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, observing life cycles, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others.

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, our history curriculum aims to ensure that children:

- Gain an awareness of the past using common phrases related to the passing of time
- Understand where the people and events they study fit within a chronological framework
- Identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways we find out about the past and identify different ways in which it is represented



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. 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. 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.

At Edna G. Olds Academy, we place an emphasis on examining historical artefacts and primary sources and aim to allow children to see the wealth of knowledge from the past that can be gained from just one source. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given. In order to develop historical enquiry skills, children are given regular opportunities to note connections, contrasts and trends over time, and to question similarities and differences between events and periods of history.

To ensure coverage, support assessment and for clarity, our history curriculum is divided over key concepts:

- A: Chronological understanding**
- B: Range and depth of historical knowledge**
- C: Interpretations of history**
- D: Historical enquiry**

As underpinned by research, each skill is taught explicitly and progressively to ensure there is a clear development of each skill as the children progress through the curriculum. Each year group has a clear skills progression map to ensure that teachers are providing constant opportunities for children to build upon their skills and knowledge.

Chronological Understanding

The first aspect of every history unit has a focus on historical context and location. This allows children to gain a clear understanding of where the period of history they are studying fits into the wider chronological picture, which civilisations were concurrent and an understanding of the geographical location of the civilisation. As they build on their knowledge and skills, children can start to give reasons for and why significant events happened. As they move through the year groups, children will build on and develop a detailed and embedded sense of historical chronology.



Knowledge and Understanding

We use carefully planned content to teach the key skills and concepts which in turns generates solid knowledge and understanding of key facts and information. Across KS2, all year groups will study the same themes within the period of history they are focussing on (historical context and location, medicine, war and warfare, leaders and governance and childhood). This equips children with the knowledge base in with which they can make connections as they progress through the year groups and also expand their history learning into other the wider curriculum. Through strong knowledge and understanding, children are able to question, challenge and analyse information presented to them. As

Interpretations of History

The use of sources and artefacts form the foundation of history teaching at Edna G. Olds Academy. Children are encouraged to observe and interact with a wide variety of sources from the past and use these to form the foundations of their learning. By carefully building up the sources that children are exposed to over the course of a lesson, children will gain an understanding of how historians piece together the information they get from sources like a jigsaw which in turns helps them to understand a period of history. Through this approach, we aim for children to develop the skills of the historian and engage in debate while gaining an understanding that not all interpretations will be the same.

Historical Enquiry

At Edna G. Olds, we encourage children to explore various lines of historical enquiry, focusing on different elements of the past and how they operated within a chosen time period. In KS1, children are given explorative questions that they can use to develop and extend their learning. As they move into KS2, through the use of our artefact and source based approach, children can piece together information about the past through the use of carefully selected artefacts in order to answer and pose questions.

Artefacts

“Things men have made with wakened hands, and put soft life into, Are awake through years with transferred touch, and go on glowing for long years. And for this reason, some old things are lovely, warm still with the life of forgotten men who made the.”

Children at Edna are given the invaluable opportunity to learn through artefacts from the time period that they are studying. These are used to enrich teaching and provide children with a tangible connection between the past and their learning. They are a vital resource in gaining a true understanding of a period of history as they are the ‘voices’ of people living in those times.

History curriculum planning

History is a foundation subject in the National Curriculum. Our school has a clearly mapped out progression document which outlines the concepts, skills and historical knowledge expected to be taught in each year group. This document provides a clear overview of how history is taught across the school so that staff can easily see what has been taught before and what will be taught after. In KS1, the focus is on significant historical figures and events, people and places in their own locality and changes within living memory in year one. While year two covers significant events beyond living memory and significant events, people and places in their own locality along with changes within living



memory. Historical periods, people and events taught across all key stages are tied together through over-arching curriculum topics:

Slavery
Courageous Acts and Symbolism
Transformations
Innovations and Inventions
Power and Communication
Bridges & Structures

This ensures that children are provided with the key knowledge that they will need to make connections between historical periods as they move through school and build upon their learning and depth of knowledge year on year. The progression document outlines both the progression of skills and the knowledge content for each year group which must be covered by the end of each year. Useful reading materials and key vocabulary for each year group are also outlined on this document.

Contribution of history to teaching in other curriculum areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Especially during topics with an historical focus, children will have regular opportunities to read and study non-fiction books and texts linked to the period being studied or key themes within that period such as invasion. Children develop their oracy skills through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing different text types.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. When developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives, children have opportunities to work with numbers and apply measurement skills. Children also learn to interpret information presented in graphical or diagrammatic form. Our maths curriculum, where possible, reflects links with the history topics being taught.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people



from different cultures and that many of these cultures have shared histories this helps to create tolerance and respect for others.

Spiritual, moral, social and cultural development

Our curriculum contributes where possible to the children's spiritual development. We use history to: explore beliefs and experience; respect faiths, feelings and values; help our children to enjoy learning about themselves, others and the surrounding world; use imagination and creativity and to reflect. This is evident in our use of artefacts to understand how historians study the past and help us to understand the people who produced these objects.

Our pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in history lessons.

Our history curriculum enables our children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. Our pupils will explore the beliefs and values of past societies and cultures.

History and Computing

Information and communication technology enhances the teaching of history in our school significantly, because there are some tasks for which computing is particularly useful. It also offers ways of impacting on learning which are not possible with conventional methods. Children use computing to record, present and interpret information, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet and on other media. Alongside this, the internet and online museum catalogues provide a rich wealth of historical sources and artefacts for the children to engage with.

History and inclusion

At our school we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and adaptation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National



Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child's needs.

Assessment for learning

We assess the children's work history while observing them working during lessons. We record children's progress against our history non-negotiables which have been taken from the progressions of skills within the history progression document. These are the historical skills we would expect children in each year group to achieve. Overall assessment of history is recorded on the web-based assessment platform, DCPro. This is updated termly and the history lead will use this information to look at trends across the school, potential gaps and respond through targeted intervention.

The subject leader keeps evidence of the children's work in a portfolio linked to the skills taught across year groups. This provides evidence of the progression across the year groups.

Resources

Our school has a range of resources to support the teaching and learning of history across the school. Classrooms have a range of basic resources, which continue to be developed, refined and improved. Since such a wide variety of resources is expected as part of history teaching, web-based resources such as museum catalogues, augmented reality artefacts and online resources, ensure that children can be exposed to a rich variety of historical sources and artefacts. Edna G. Olds Academy accesses books specific to each historical topic taught from the ELS.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the subject leader. The subject leader reviews and evaluates their action plans and their budget annually. They also conduct 'deep dives' into their subject throughout the year to gather a range of evidence from interviews with teachers, pupils, work scrutiny, planning and analysis of data.

Impact

We measure impact through learning walks, work scrutiny, formative and summative assessment, observations, pupil interviews and pupil/parent/teacher voice.

The impact of the history curriculum will be that historians at Edna G. Olds Academy :



- achieve the highest outcomes in relation to their starting points with peers nationally and locally;
- have a good historical knowledge and can increasingly make connections with other subjects;
- can express their conceptual knowledge, able to reflect on how their previous learning helped them and how their present learning will help them in the future;
- have an interest in the past, and to develop an understanding that has enabled them to enjoy all that history has to offer;
- have a good sense of chronology;
- can observe and analyse historical sources in order to gain an understanding of life in the past
- have solid historical understanding and a sense of cause and effect;
- understand society and their place within it, so that they develop a sense of their cultural heritage;
- can think critically about artefacts and sources presented to them and understand that historians may sometimes disagree

Written: July 2022

Date for Review: September 2024