

A Guide to History at Raynville



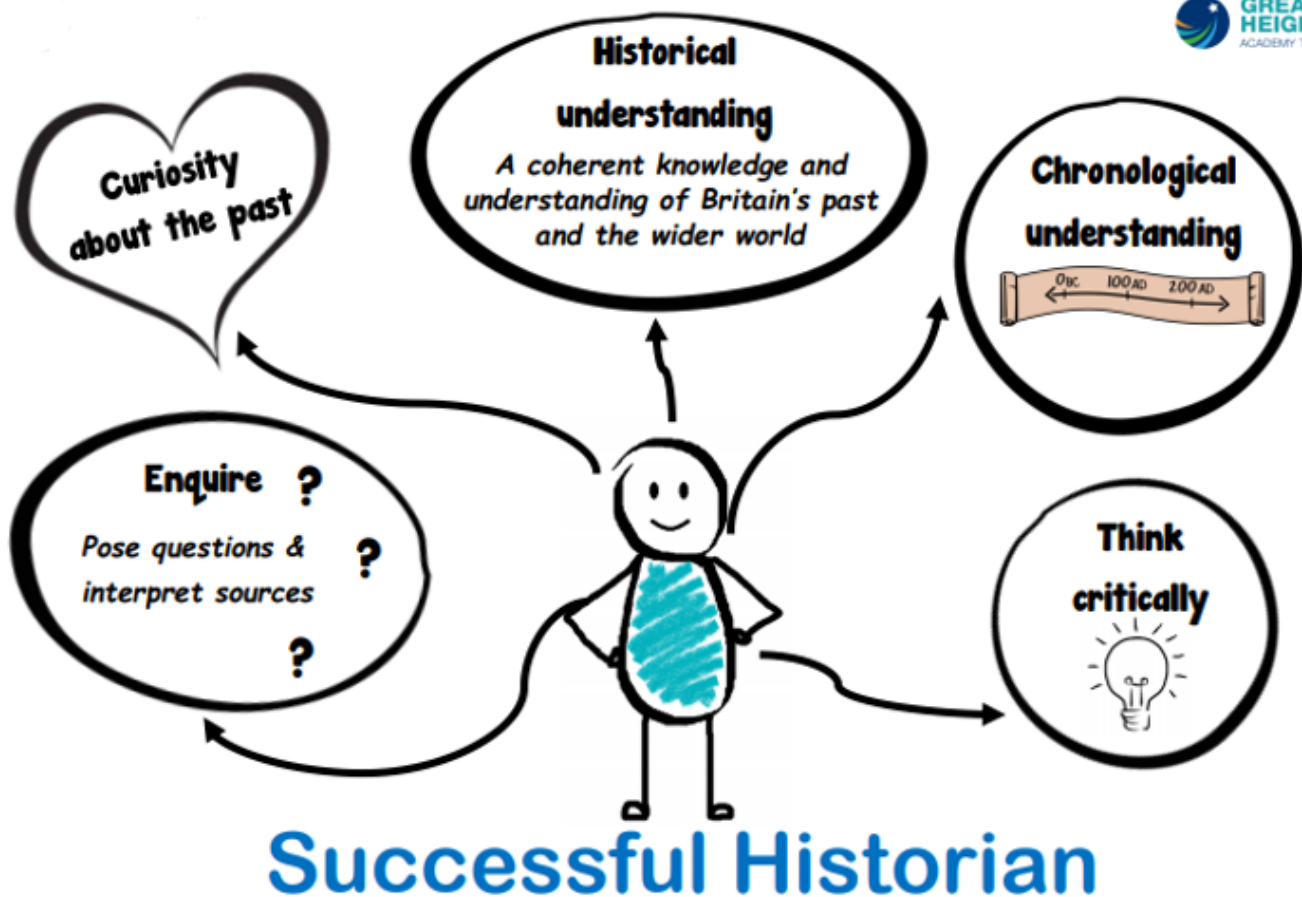
This document outlines the expectations of how we teach and monitor the History curriculum at Raynville: progression across year groups and consistency across the school.

Teaching History at Raynville Academy

History Curriculum Statement

At Raynville we are committed to creating an environment where our children love learning. Through our curriculum, we endeavour to develop the skills, knowledge and learning attitudes of our pupils so that they are equipped to be the best that they can be. We value the importance of enriching our pupils' curriculum with real life experiences, through trips and visitors, so children have first-hand opportunities to embrace their learning. We set high expectations and strive for independence in all areas regardless of a child's starting point in life. At Raynville, we place our values at the core of everything we do and prioritise pupils' understanding of the necessity for being ready, respectful and responsible. We feel this is essential in preparing children to be tolerant and inclusive of all so that they can positively contribute to our wider community.

The History curriculum at Raynville Academy has been designed in accordance with the Early Years Foundation Stage and the National Curriculum. It inspires and challenges pupils, equipping them with the knowledge, skills and understanding to analyse, appraise and critically evaluate historical events, people and time periods, underpinned by our local links to the Leeds Museums Service. As pupils progress through our curriculum they will develop the critical skills needed to analyse, develop perspective and identify challenges in the past, present and future. In this way we ensure that children become confident, independent and inquisitive Historians.



Intent

At Raynville, through History, we want to enrich the lives of the children of our school by taking them beyond their everyday experience & making learning memorable. By linking learning to different topics, the children at Raynville Academy are given the opportunities to investigate and look at the past, understand the chronology, build an overview of Britain's past and that of the wider world and be able to communicate about History using historical vocabulary. We aim to interest and excite the children through the teaching of History, encourage them to ask questions about the past and to think about how they can investigate the answers. We aim for children to gain knowledge and skills through experiences in the classroom, the use of objects from Leeds Museums and educational visits/visitors.

Content Choices: The History Curriculum & Our School Ethos

Our curriculum encourages pupils to develop positive social attitudes and respect for others (both those who are alike and those who are different) – pupils will be exposed to a range of different people, promoting respect for their contributions to society in local, national & global contexts.

Our curriculum also incorporates regular enriching experiences to inspire our pupils – visits and visitors are cohesively integrated throughout the History curriculum in collaboration with the Leeds Museums Service.

Our curriculum enables pupils to develop respect for themselves & their locality – a thread of local History, related to Bramley and Leeds, is woven through the whole school curriculum, highlighting the contributions of local people in local, national and global contexts.

Our curriculum has been designed with key threads woven through it. These are to be referred back to at several points throughout the pupils' school journey, allowing them to make connections with previous learning & develop skills as Historians that can be applied in a range of contexts.

Our curriculum equips the children with:

- Knowledge about the history of Britain and how it has influenced or been influenced by the wider world.
- Knowledge and understanding about ancient civilisations.
- Knowledge of changes in and beyond living memory.
- The opportunity to learn about the lives of significant people in the past.
- The ability to understand methods of historical enquiry and to be able to ask and answer questions.

Our History curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of continuity & change, the diversity of societies as well as their own identity and the challenges of their time.



EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

History		
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present
		<ul style="list-style-type: none">• Talk about the lives of 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.



Key Stage 1

In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to understand chronology and time in relation to themselves and their living memory. They will also identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary. The pupils will also begin to explore the meaning of significance & how the past can impact the present.



Key Stage 2

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of History following a sequential sequence of topics. They encounter British, local and world history, establishing clear narratives within and across the periods they study. This chronology, or sequence of events, will be referred to throughout KS2 so that children become secure in their understanding of important historical dates and eras in relation to each other. It will also enable them to begin to identify trends over time and develop the appropriate use of relevant historical terms.

Carefully selected skills are chosen to best match each unit of knowledge and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each History topic are mapped across each year group and across the school to ensure progression.

Further guidance on concepts in Historical Enquiry Progression for KS1, LKS2 and UKS2

	KS1	LKS2	UKS2
Continuity and Change	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	Identify similarities/differences between ways of life at different times	Describe and make links between main events, situations and changes within and across different time periods and societies
Cause and Consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes in a time period or across learning in the year group.
Similarity and Difference	Know about similarities and differences between themselves and others, and among families. Communities and traditions	Make simple observations about different types of people, events, beliefs within society	Describe social, cultural, religious and ethnic diversity in Britain and the wider world
Significance	Recognise and describe special times or events for family, friends or some national events.	Talk about who was important within a simple historical account or time period	Identify historically significant people and events in situations.



Implementation:

Challenging questions to be asked to enable children to apply their learning in an open manner, including the use of an Enquiry Question (EQ) at the start of each lesson to structure learning.

Knowledge organisers are used as a reference throughout the topic. These outline key facts and vocabulary for staff to refer to. In KS2 these may be on display or in pupils' books to support their learning.

In KS1 key vocabulary is on display and may also be included in table-top word mats where appropriate. Knowledge organisers are used as a reference for teachers and may be displayed on the classroom walls.

Trips and visiting experts are encouraged to enhance the children's learning experience. These are be planned in advance of the topic by the Humanities Leader, through our links with Leeds Museums Service. The use of artefacts from museums and other props are used to engage pupils and help them develop their knowledge in a concrete way.

Classroom displays are used as a working wall to show the title of the unit, key vocabulary, and examples of the children's work. Where possible, teachers should provide some table top resources for the children to be able to explore and use relating to the topic, including some information books.

Pedagogy: The way we teach History & Our School Ethos

Our carefully planned visits and visitors have been developed alongside the Leeds Museums Service, resulting in a range of enriching experiences that are used to inspire our pupils.

Throughout the delivery of our History curriculum, we plan regular opportunities for communication & collaboration. Several talk matters strategies are incorporated which allow pupils develop their communication skills eg - presentations/persuasive debating tasks. Further opportunities for extending pupils' vocabulary is outlined on planning documents/knowledge organisers to build upon key concepts and enable pupils to make connections.

Resources

History resources are stored in the cupboard in UKS2 and Humanities Leaders are responsible for signing in/out artefact boxes. Resources are labelled as to the Key Stage and/or topic.

Monitoring

History books will be taken for scrutiny to look for coverage, variety of activities and progression in each class. The assessment sheet (topic front cover) at the front of each topic in History will be reviewed during book looks to monitor progress. Pupil interviews/voice questionnaires will be conducted and analysed to inform future teaching/experiences.

Differentiation & SEND

Differentiated tasks given where appropriate, e.g. one group might be taking part in a 'hot seating' activity, while another group could be writing a fact file about a significant individual. Tasks may be differentiated by the level of support: scaffolding, guided/modelled or scribed for pupils as appropriate etc. Teachers may also provide differentiated resources, e.g. artefacts, images, sentence starters, word banks.

Progression documents support teachers in their planning to ensure activities and tasks are pitched at an appropriate level for their pupils.

Marking and Feedback:

The assessment sheet (topic cover sheet) at the front of each History topic will be highlighted for each lesson. A green mark indicates that they have achieved and understood the EQ, whilst an orange mark indicates that they are working towards understanding of the EQ.

Work should be marked with a focus on History Knowledge, Skills and Concepts.

All lessons have an EQ at the top of the children's work. This should be your focus when marking work and activities should be well matched to this EQ.

Pupils may need a next step in order to address misconceptions or provide further challenge. If a next step is given, this will be responded to in green pen.