



Subject: History

Intent

A love of learning and the success of every child at the heart of all we do.
The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
<p>We recognise the important role that History plays in preparing our children with skills that they can use for life: understanding how to be a good and responsible citizen, understanding change and societal development and providing a context in which to understand themselves and others. This is extremely important for children at The Topsham School in allowing them access to a much wider world.</p> <p>Through high quality teaching and experiences, by the end of Year 6 the children will have developed:</p> <ul style="list-style-type: none"> • a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past; • acquired the skills needed to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; • developed a deep understanding of the rich history of our locality: an understanding rooted in the people and places that matter to the children. This supports the development of their own identity, and prepares them to broaden their horizons as they move forward into secondary education.

Implementation:

A love of learning and the success of every child at the heart of all we do
The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
High Quality Planning
<p>Substantive Knowledge and Experiences in History</p> <p>History is taught in blocks throughout the year, to support children achieve a range and depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new History topic, teachers refer to prior experiences and learning (e.g. on class timelines) to develop children’s understanding of chronology. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day Each topic is introduced with reference to the chronology of previous topics (including those from previous years). Teachers will use an enquiry based approach to draw comparisons and make connections between different time periods and their own lives. The local area will be fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom</p>
<p>Disciplinary knowledge and Critical thinking skills in History</p> <p>Children will be taught to ‘think like an Historian’ using an enquiry based approach. Enquiry is at the centre of our History curriculum because it gives the children the necessary tools to interpret and understand historical evidence. Using their knowledge and skills children will be given opportunities to apply, analyse and evaluate their knowledge to deepen this understanding. Our planning builds on previous knowledge and concepts using our progression of knowledge and skills documents, creating a sequenced and spiral curriculum. By following the process of revisit, consolidate and extend, key historical concepts such as: evidence and similarity & difference are embedded as the children move up through the school. Key vocabulary is identified for each topic unit, whilst overarching vocabulary such as: empire, monarchy, invasion and vocabulary linked to chronology is revisited where appropriate. This allows the children to build their contextual understanding of key concepts such as evidence.</p>
Metacognition: Developing and supporting Positive Attitudes to Learning in History

These are explicitly taught within our sequences and lessons.
 Curiosity, Making Links and Empathy are at the heart of historical enquiry. Using these Learning Powers, pupils will begin 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. Our curriculum intent is for all our pupils to leave The Topsham School as citizens of the future, with the knowledge, skills and learning powers needed to confidently manage transitions and succeed in every aspect of their lives.

Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children see connections, challenges and facilitates higher level thinking skills and supports children to understand how they learn and what they need to do themselves to achieve and succeed.

High Quality Teaching and Learning in EVERY subject

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful History lesson will include:

- The explicit teaching of subject specific vocabulary taken from the progression document which children are expected to use accurately when speaking and when writing about their history learning. Revisiting and building on vocabulary such as empire or settlement is a key part of embedding children's conceptual understanding.
- The use of a broad range of historical sources and artefacts e.g the use of maps and photographs of bomb damage to the local area in WWII, to support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.
- Content that promotes chronological awareness through use of resources such as timelines, anchoring children's current learning to its place on local, national and international timelines, and allowing for links to be made to prior learning, for example, understanding the Roman invasion and settlement at Isca came after Iron Age settlements studied in a prior Stone Age topic.
- Recording of learning will be evidence in Topic books and on the working wall. Evidence gathered may include some of the following: written, photographic, video and audio, drawings, diagrams, comic strips. A variety of written forms will be applied for example: diary writing for the Fire of London, an explanation of a Roman weapon.

Through this we create a supportive learning ethos for both teachers and children and enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed our curriculum intent.

T	O	P	S	H	A	M
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Topsham and Devon so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. Social skills needed for this are reflected in our school values, for example our school value of Partnerships where the children will be involved in partnerships with local historical stakeholders such as Topsham Museum and RAMM. .SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve.

High Quality, Enabling Environment

Working wall showing progression of sequence	Tiered Vocabulary used as part of display	Learning Powers clearly linked to learning sequence of Working Wall	Children independently access high quality resources
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- Topic vocabulary will be displayed on working walls and KS2 will also record this in their individual vocabulary books. Vocabulary on working walls will be illustrated where appropriate to support understanding and assimilation.
- Working walls will demonstrate the progression of the learning sequence and may include: records of shared discussion, examples of children's work, photographs, maps and other geographical resources.
- Teachers will use the Devon Library Service to provide a range of reference books linked to the topic, at an appropriate reading level for the children to access in their learning environment.
- Records of learning including photographs for Reception and KS1 will provide visual prompts for the children to talk about the knowledge and understanding.
- Teachers will plan to use a broad range of practical resources including digital resources e.g. artefacts, replicas, museum handling sessions, photographic sources, online archive materials, video and audio evidence.
- Opportunities will be planned for the children to learn how to independently access resources such as timelines and online archives.

Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process

Impact:

Monitoring and Supporting High Quality Planning and Timetabling

This will include:

- Monitoring of termly planning and pupil voice- including scrutinising evidence
- Support for development of assessment through staff CPD.
- Access to the school membership of The Historical Society, including planning resources and online CPD opportunities.
- End of year teacher conferencing and feedback to edit and improve topic planning.

Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offers equal opportunities for ALL children to make progress through the year.

Monitoring and supporting High Quality Teaching and Learning

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Drop-ins to observe teaching across a phase as and when needed
- Gathering of wider evidence, including working walls, feedback from trips and written evidence in KS1 & KS2.
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school.
- Opportunities where possible to develop peer support with other schools.
- Opportunities for staff to observe good practise, or be supported with team teaching History in another class in school.

Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning

Monitoring and Measuring Progress through assessment and published data

Teachers will use the Progression of Skills and Knowledge documents to identify starting points. Where appropriate a cold task may be used to establish pupil's familiarity with the subject, this will be particularly important for vocabulary. A knowledge harvest will be used at the end of the sequence to monitor progress. Gaps will be identified and children will be given opportunities to revisit these areas of learning to fill these gaps before moving on to a new topic.

Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress

School Improvement Priorities

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching

Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.

