



History at Delta

At Delta we want our pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Furthermore, pupils need to build their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We hope to develop pupils' understanding of how historians study the past and construct accounts, and give them the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, we introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

What do we want our children to learn?

By the end of their primary education our children will:

- Be curious about the past and can interpret the past in different ways.
- Have a chronological understanding of the main events in British history.
- Begin to understand why and how things have changed, recognising some of the causes and consequences of these changes.
- Understand how people have lived in the past, both in Britain and around the world.
- Begin to make links between the past and modern times.
- Learn from other cultures, respect diversity, cooperate with one another and appreciate what we have.
- Analyse sources of evidence.
- Be critical thinkers who appreciate different perspectives and develop informed judgments.
- Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Communicate ideas confidently to a range of audiences.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.

Alongside developing children's historical knowledge there will be a focus on the development of specific historical skills. Skills needed to be a historian are taught progressively.

How do we implement our history curriculum:

We use the Kapow Primary's revised History scheme of work which is a spiral curriculum, where previous skills and knowledge are returned to and built upon. This scheme of work emphasises the importance of historical knowledge. This knowledge is shaped by the following disciplinary approaches which are organised into key strands:

- Topic knowledge
- Chronological awareness
- Substantive concepts
- Historical enquiry
- Disciplinary concepts

These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons with other parts of the world. Children develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The Kapow Primary timeline supports children in developing this chronological awareness.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

History in the EYFS:

- There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.
- During the Early Years, young children will be given the opportunity to talk about significant events that have happened to them in the past i.e. Last night ... Last week... Last year...
- The children are also encouraged to explore the lives of people who are familiar to them and ask questions to find out more information. This is all taught via the Early Years specific area of Understanding the World.
- By the end of the EYFS the children should be able to
 - talk about the lives of the 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.

Teaching:

- In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.
- Over the course of the year, children develop their understanding of the following key disciplinary concepts:
 - Change and continuity.
 - Cause and consequence.
 - Similarities and differences.
 - Historical significance.
 - Historical interpretations.
 - Sources of evidence.These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the school, they will create their own historical enquiries to study using sources and the skills they have developed.

Assessment and feedback:

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Assessment is supported by use of the following strategies:

- Teachers use the outcomes in the children's books to assess on-going attainment and progress.
- Assessment criteria on final pieces of work.
- End of unit knowledge quizzes assess learning and provide the opportunity for children to show what they know.
- Differentiated and open-ended questions.

Feedback:

- Key vocabulary for the subject to be corrected in green pen alongside common exception words for that year group.
- Children's work is looked at and assessed before the next lesson.
- Children are encouraged to self/peer assess their work.
- Teachers conference with each child to address misconceptions or to extend the children's learning.

How do we evaluate learning in History?

- The impact of our history curriculum can clearly be seen in the children's books.
- Our rich history curriculum is also evident in the texts that we have selected for our children to read, history displays and class assemblies where children share their knowledge with their parents.

SLT and the history subject leader monitor the impact of the history curriculum using a variety of strategies.

- Scrutiny of history books
- Progress within assessment tasks
- Pupil voice
- Learning walks
- The priorities set out in the history action plan are monitored and the targets set are reported upon to ensure the desired impact upon our pupils is achieved.
- Moderation staff meetings where books are scrutinised and there is the opportunity for a dialogue between teachers to discuss the impact of our history curriculum.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.