



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

History at Rokeby Primary School

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1. Subject Statement

Intent

At Rokeby history has always been held in high regard with the rich history and the context of the local area celebrated. The history curriculum at Rokeby makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Rokeby is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Rokeby aims to ensure that all pupils: gain 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;

are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;

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.

To be successful historians, they need to be able to: - research and interpret evidence; include primary and secondary sources and have the necessary skills to argue for their point of view. These are skills that will help them in their adult life.

In our children, we want to cultivate a life-long fascination. Our History curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum.

Implementation

At Rokeby Primary history is taught mainly through the class text. Some of our texts have a more historical bias, while others are more geographical. We also aim to ensure that links are made to our topic throughout the curriculum wherever it can be meaningfully done.

Through the teaching of history the children will understand methods of historical enquiry. Our aim is to inspire children's curiosity to know more about the past, equip children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We promote our children's language and vocabulary by frequent use of their Foundation Subject Dictionary.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of prior learning.

Impact

History at Rokeby School is taught through the year in a cross curricular way. The links to other subjects of the curriculum are particularly liked, especially the DT and Art links.

History has been monitored by the previous Subject Leader and there is evidence that the teaching and learning of History is consistently strong. When discussing History, the children talk about it enthusiastically, and it is noted that teachers enjoy delivering the content of the subject. Teachers are also able to judge the children's understanding throughout lessons, and when marking work, to decide whether the children are working at WTS, EXS or GDS, based on the learning objective of the lesson.

The children are taking part in a themed morning for Black History Month, which I hope will impact on children's enthusiasm and knowledge about Black History, and also allow history to be studied with some more cross curricular links. Evidence of work and vocabulary can be seen on display.

There are trips planned across the year that relate to History, so the children can immerse themselves in different experiences and environments. For example, Coombe Abbey for Year 2, The Black Country Museum for Year 3, Lunt Roman Fort for Year 4, and Year 5 will visit the Imperial War Museum.

2. Assessment

Assessment for learning:

At Rokeby teachers use the Progression of History at Rokeby Overview document to assess learning and objectives for the whole of the primary phase- this is based on the National Curriculum and Rainbow Continuum. This document forms the foundation of history at Rokeby as it shows class teachers the clear progression that is expected across the primary phase and between year groups.

History is recorded in Topic books and should typically reflect examples of all four strands (chronological awareness, knowledge and understanding, historical concepts and organise, evaluate and communicate information). Some of the evidence will involve photographic evidence or teacher's notes where the activity has been one of discussion or drama.

Teachers will use the children's work along with verbal assessment to make judgements on individual children's understanding of the historical skills covered. This will be used to inform their planning for the next history unit, making sure to recover historical skills where necessary and to extend children's skills throughout the topic.

Assessment of Learning:

At Rokeby teachers assess children's knowledge, understanding and skills in History by making observations within class and by analysis of their written evidence. As part of our assessment for learning process (and in line with our school's assessment policy), children will receive both verbal and written feedback as a means of development.

Children are also encouraged to be critical of their own work, highlighting their own next steps.

Each half-term, class teachers are responsible for completing an history assessment document which demonstrates whether children are WTS (working towards), EXS (expected) or GDS (greater depth). This is then used to inform future planning for the following half-term so that teachers can ensure 'gaps are filled' and that the children have the opportunity to thrive in this subject.

The Curriculum Leader will then analyse this data and provide feedback to the History Leader in order to inform and improve future practice.

3. Planning and Resources

History at Rokeby is planned using both the Rainbow Curriculum and the National Curriculum. This is then broken down into smaller objectives using Rokeby's History Progression document. This ensures that all objectives are met for each year group and children are learning the relevant skills needed to become historians. These small objectives are covered again in different years to build upon known skills and extend them. Using the progression document ensures that all children are making relevant progress throughout their time at Rokeby.

Planning for history is, where appropriate, linked to the Power of Reading text that the children are studying that half term. This ensures that there is a depth and breadth to their learning. It also ensures cross curricular links to history from other subjects.

4. Teaching and Learning in the Early Years Foundation Stage (EYFS)

As part of the Statutory Framework for the Early Years Foundation Stage (2021) children in Reception and Nursey at Rokeby will begin to learn about History through Understanding of the World (Past and Present).

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

To meet the Early Learning Goal children should be able to talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions.

To meet the Early Learning Goals children should be able to answer 'how' and 'why' questions about their experiences and in response to stories or events. Children should be able to express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

5. Teaching and Learning- Key Stage One and Key Stage Two

History is usually taught three half terms a year at Rokeby school, often alternating with geography. This can differ from year group to year group though and is influenced by the class text from The Power of Reading. Some texts may be more suitable for a history focus. Sometimes a topic may include both history and geography skills and teachers will indicate to children which skills they are learning each lesson. History lessons usually last for an hour and be once or twice a week depending on the topic.

A WALT is introduced or a 'hook' to grasp children into their current learning. A recap over skills happens as well as practising any old or new skills to ensure techniques are embedded and built upon.

6. Gifted and Talented Pupils

History is a subject with strong links to literacy with gifted English writers often excelling in their history writing. Teachers will ensure that gifted and talented children are able to succeed using assessment and feedback. This enables teachers to monitor progress in the subject. Those children who have a particular gift in the subject are supported to 'think outside of the box'.

History based trips are arranged within year groups. On these trips children are taught by history specialists and are often given an opportunity to immerse themselves in history – helping them to develop an empathy with people who lived in the past.

7. SMSC in History

Spiritual education

At Rokeby, the study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. For example, Rokeby children will study historical artefacts through the texts 'Leon and the Place Inbetween' in KS1, and will encounter more through planned excursions to places like The Imperial War Museum, Coombe Abbey and Lunt Roman Fort. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral Education

Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. For example, in Year 5 Rokeby children will have the opportunity to think about the dilemmas people faced during the war through the study of the text 'The Journey'.

Social Development

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' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Rokeby children in Year 4 will have the opportunity to explore the past societies and cultures of the Vikings through the story 'Arthur and The Golden Rope' and see how life was then compared to the 'modern world' of today. 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.

Cultural Development

Pupils will study and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Through set texts, Rokeby children across the years will study different explorers and how the things they discovered impacted on their own cultures and societies, and also different civilisations like Ancient Sumerians and Vikings for example. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

8. The Role of the Subject Leader

As the history subject leader, the main role is to support the staff and children in developing a passion for history and historical enquiry. The subject leader is also responsible for: -

- Offering guidance on the expectations of National Curriculum for history
- Providing CPD training for staff
- Listening to Pupil voice and feeding back to staff
- To guide teachers through planning and resourcing history to ensure progression ensues and assessment is in-built
- To help new teachers feel confident in both teaching and assessing the subject
- Working with other schools to develop history across the academy trust.

9. Parents/Carers

To ensure parents/carers are aware of their child's /children's development in History, Rokeby involves parents/carers in the following ways...

- Parent workshops, each half term, allow class teachers to 'show off' children's learning - this will include a history focus at least once during an academic year.
- End of year reports feedback on all foundation subjects- attainment and progress.
- Parent's evenings are held twice a year, in which parents/carers are provided with feedback on current strengths and areas to further develop.
- Open afternoons allow parents/carers to explore books and showcase all the learning and progress that has taken place.

If parents need to contact staff, they can also do so through communication books, Class Dojo and email, if they have any questions or concerns.

10. Safeguarding in History

Our History curriculum gives pupils opportunities to learn about life in all its diversity, and to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare, and to see how that has evolved over time. Rokeby children will learn about other cultures and safe practises from British history and history from around the world. The knowledge they acquire should equip the children to ask perceptive questions, help them to think critically, weigh evidence and develop perspective and judgement about how people have lived and the choices they have made. History helps children to understand the complexity of peoples' lives, so we hope that Rokeby children will make links about their own lives to the lives of others that they will explore.

11. Children with SEND (Special Educational Needs and Disabilities) in History

At Rokeby, we endeavour to meet the needs of all children and to provide them with an engaging, exciting and empowering curriculum that equips them for today and as lifelong learners. When teaching History, the class teachers will think about how lessons are sequenced, how the needs of SEND children are met, and strive to provide an enriched curriculum that caters for all.

Rokeby pupils should have access to a positive and supportive environment, a curriculum that builds an ongoing holistic understanding to support communication and interaction skills, access to high quality teaching which can include small group work and planned interventions, and effective teaching from Teaching Assistants where necessary.

Rokeby children should be taught through high quality teaching, and there are a variety of strategies that support this.

This can include scaffolding where pupils can be provided writing frames for different levels of need to support the recording of History skills and knowledge.

Teachers should also consider using explicit instruction, which provides different ways of approaching the content of the History lesson to meet all needs.

Technology should be used where possible to help all learners access the curriculum. This can include the use of talking tins to provide repeated access to tasks and instructions, the use of 'inprint' to enable words and meanings of historical vocabulary to be seen pictorially, and access to apps and websites that enhance childrens learning and thought processes.

Cognitive and metacognitive strategies help to enable children with different needs. Pre teaching of history content, use of real life artefacts, provision of wordbanks for vocabulary, providing checklists to support expectation for different needs and levels, and being modelled the process of 'thinking out loud' so that all children are confident to give voice to their differing thought processes. Makaton can also be used to support the content and vocabulary within the subject.

All these strategies can be adapted and used to approach the History curriculum to meet all needs.