



Ready For The Future

What is History?

How do historians work and learn?

Our Subject Leader's Policy & Guide



'Ready For The Future'created by us to meet the needs of our children and deliver our core intention.



Intent: Sequencing Our Curriculum

In EYFS, children begin to develop their sense of chronology by talking about their own life story and the life story of family members. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons with the present. In KS1 and KS2, history is taught as a discrete subject with a new 'theme' each term. Teachers and the Subject Leader plan sequences of learning across the theme that will build on and develop the children's knowledge and disciplines.

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 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. As they progress through the key stage, they will begin to make comparisons and connections between people and events in the past. Developing a chronological awareness is a major concept from the outset.

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of 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 this discipline. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The explicit positioning and teaching of vocabulary ensures that our children can gather and use historically grounded understanding of difficult terms e.g. 'legacy'.

Knowledge threads are identified to best match each unit and our disciplinary concepts and skills are ever present. In all cases, we take time to re-visit and repeat key knowledge that is vital to becoming a historian. The knowledge and skills that children will develop throughout each history theme are mapped across each year group and across the school to ensure progression and are held together by our subject leader produced knowledge guides which act as a core spine for the teachers, children and supporting adults.

We are incredibly fortunate to live on the Fylde Coast and its distinctive history, story and unique identity are built within our plans so that the children's learning in history is enriched greatly by historical studies of their own locality and its highly unique evolution into the place they know today. We therefore make use of the many theatres, buildings and sites locally that allow us to visit the living history in our midst.

Using this rationale, with the National Curriculum, we placed our themes under the wider banners below to build progressively and logically over seven years.

CHRONOLOGY STUDY starts with a focus upon establishing past and present and how 'things' common to the children's lives and experiences change over time during the Early Years through our 'I Wonder...' statements. As the National Curriculum suggests, we then move into a tighter focus of an **ASPECT**: event, place or people in our chronology work in KS1 - each of which hint at the periods of history to follow in KS2. Then we move into a full chronological story from the Stone Age through to Britain post WW2 from Year 3 onwards. Each flowing, building, comparing and contrasting as they weave across the remaining years.

CIVILISATION STUDY means we have placed three contrasting ancient European and non-European civilisation studies alongside each other in Years 3, 4, and 5.

Ensuring that over a 3 year period we allow for consideration and comparison of these wider and differing civilisations.

LOCAL STUDY is a constant feature across seven years. Designed to build out from personal, immediate experiences in Early Years, into St Annes, The Fylde Coast, Blackpool and West Lancashire (across the subsequent six years) and each time gradually building in the importance of tourism and the coastline to its rise and growth alongside the theme of social change and war from the Victorian period onwards in Upper Key Stage 2.



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Intent: Navigating our History Knowledge

The **'What & How'** have always been key terms in our curriculum as it has evolved since 2019. The **'What'** has always been about the facts of the matter (or the subject in our case). We may term this an aspect of (but not exclusively) **declarative knowledge** or **substantive knowledge** and this knowledge is broken into **themes** from EYFS to Year 6.

They are precisely chosen because they build consistent and progressive understanding under six key **Knowledge Threads** that we have identified in history.

Knowledge Threads are only referred to in history (as this subject, in our view, could otherwise be rather scattergun in terms of what is taught.)

The **Disciplinary Concepts & Skills** that recur throughout the children's historical journey are essential.

Like the Knowledge Threads, these central concepts and skills are not limited to a specific theme.

They are each a constant core, that build progressively as children move from one carefully placed theme to the next.

They consider what we call the **procedural knowledge**. **They are the behaviours of a historian. The 'How'.**

We have often referred to the **'How'** as our **Teaching and Learning Approach** which captures our wider pedagogy for teaching in our school. The principles that we have trialled, adopted, honed and developed to meet the learning styles of our children in our school. This philosophy of 'how we teach' in its widest sense very much remains.

Yet, we have also established the importance of **'working as a historian' and a necessary subject specific pedagogy/ approach** to supplement and enhance this broader approach to learning. They are the 'things we do' that allow learners to determine (or discover) the substantive/declarative knowledge and then communicate that with the intended audience.

They are vital to the way in which our subject leader based guides are designed and planned.

This is the **'What & How'** coming together.



SUBSTANTIVE OR DECLARATIVE KNOWLEDGE: 'THE WHAT' IS IMMERSSED WITHIN OUR PERSONALLY DESIGNED CURRICULUM

N A V I G A T E

DISCIPLINARY OR PROCEDURAL KNOWLEDGE: 'THE HOW' IS IMMERSSED WITHIN OUR PERSONALLY DESIGNED CURRICULUM

History @ Mayfield

DISCIPLINARY CONCEPTS & SKILLS

COMMUNICATE HISTORY

INVESTIGATE HISTORY

INTERPRET HISTORY

CHRONOLOGY

DISCIPLINARY CONCEPTS & SKILLS

EVENTS, PEOPLE & CHANGES

USING SOURCES

KNOWLEDGE THREADS

EXPLORATION

CONFLICT

LOCATION

SOCIETY

LEADERS

CULTURE

KNOWLEDGE THREADS

THEMES

EYFS: AUTUMN
I wonder if my family is like yours?

EYFS: SPRING
I wonder if other people celebrate?

EYFS: SUMMER
I wonder if everyone lives near the sea?

THEMES

YEAR 1: AUTUMN
Toy Story

YEAR 1: SPRING
St Annes in Bloom

YEAR 1: SUMMER
Travels & Tales

YEAR 2: AUTUMN
The Gunpowder Plot

YEAR 2: SPRING
Desert Island Heroes

YEAR 2: SUMMER
Kings, Queens & Castles

YEAR 3: AUTUMN
Early Britain

YEAR 3: SPRING
Clash of the Titans

YEAR 3: SUMMER
Valley of The Kings

YEAR 4: AUTUMN
The Norman Conquest

YEAR 4: SPRING
The Power & The Rose

YEAR 4: SUMMER
Gods & Legends

YEAR 5: AUTUMN
The Cost of Empire

YEAR 5: SPRING
Amazon Adventure

YEAR 5: SUMMER
Victorians-on-Sea

YEAR 6: AUTUMN
We All Stand Together

YEAR 6: SPRING
Olympic Heroes

YEAR 6: SUMMER
Bring Me Sunshine



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Our Learning To Learn in History

Our core school intent and **Teaching & Learning Approach** runs through every aspect of our teaching and learning. It is our philosophy and approach in every subject area. It is **how** we teach and learn. Every leader commits to this. It is vital this is referred to in reference to any subject. But every subject must have its own pedagogy in addition to this that adapts, uses and revises our common approach to meet the requirements and expectations of that subject area.

We have used the **Education Endowment Foundation Research into Cognition, Meta Cognition, and Motivation** to assist our work in this area.

Here are specific history strategies beyond those contained within our Knowledge Guides.

History Islands As a Brain Gym Tool for Re-cap and Re-visit

Historian's Glossary Time

Chronology Timeline

 **Essential Questions**

Adaptability and Barriers: Recording all work in written form in traditional exercise books is a significant barrier to working as a historian for a minority of our children who can otherwise demonstrate their historical knowledge and skills.

Outcomes are therefore recorded in the following ways to allow for sensible adaptations of activities to meet all needs in history. Teachers must determine the required adaptation to meet the needs of their class at the time. All children will not have the same portfolio. It will match their journey and needs.

**Let's Talk Books, Knowledge Guides (every child has their own),
Adult Notes/Scribing on children's own Knowledge Guides, Historian's Notebook,
Learning Celebration Display Boards**



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A Historian's Vocabulary

A core **Historian's Glossary** has been created for the children across school. The vocabulary is progressive from EYFS onwards and at all times retains vocabulary previously introduced. We have chosen this language based upon the perspective of being a historian considering the broader concepts and skills ahead of 'theme specific terms'. The Glossary is contained within each Knowledge Guide and referred to throughout. These are also present around the **History Islands** in the learning spaces.

Theme based history terminology is highlighted within the body of each Knowledge Guide and prompts adults to discuss this new terminology linked to the theme being studied at the appropriate time. **It is not expected** that this long list is permanently added to the vocabulary of being a historian, although we clearly aspire for the children to hold onto key terms in order to aid their ability to discuss threads across their studies.

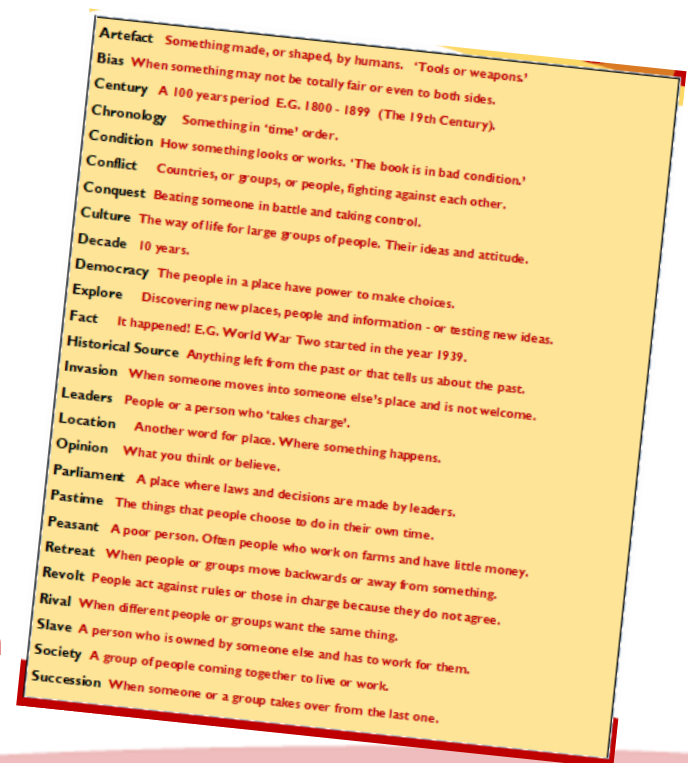
It is expected that the children maintain and use their Historian's Glossary above all else.

The Historian's Glossary can be downloaded separately in PDF form.

Here are examples of the two kinds of vocabulary we have identified.

Historian's Glossary Vocabulary: Artefact, Condition

Theme Vocabulary/Terms (World War Two): Allies, Axis, Neville Chamberlain



How We Assess Progress in History

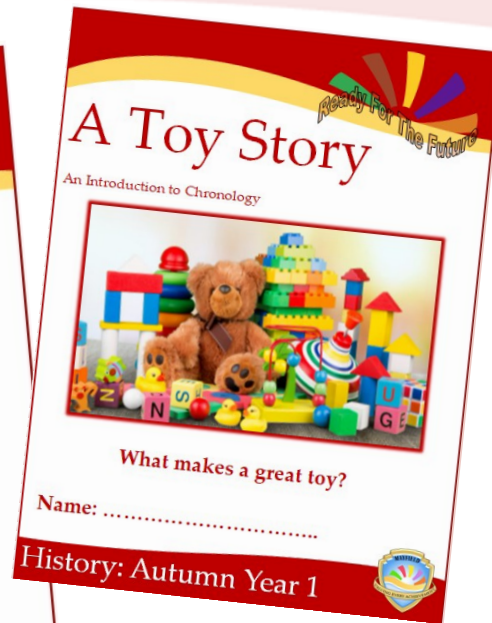
The impact of our history curriculum can be seen in the children's **display board outcomes**. Our children's historical understanding is also presented verbally in class **Learning Presentations** and through **Essential Question Let's Talk** activities identified in their Knowledge Guides and often take place in the ABC Theatre. The core spine **Knowledge Guides** outline the studies that the children will undertake and explore during their learning, they are designed to focus, prompt and promote opportunities for self assessment and checks on progress. **Essential Questions** are used measure how learning is progressing within sessions and to make links to prior learning and themes - focusing heavily upon the broader concepts and threads. Using these systems, children's learning is assessed informally and formatively in each lesson and teachers plan responsively for next steps. The Essential Questions are identified by the subject leaders in the Knowledge Guides.

At the beginning and end of a theme, the children complete a **short pre-learning/post-learning activity** assisting the teacher with starting point planning and with summative assessment of knowledge - the summative assessment makes links directly across the themes studied over time. There are also **Quizzes** and **Self-Quizzes** used within themes to formatively assess knowledge retention. They assess against the knowledge in the guides. These are also to be found in the **Key Milestones Document**. The assessment activities are carefully designed to recall their knowledge about the theme in an age appropriate manner and can be undertaken in a style that the class teacher deems appropriate for age group and starting point need. At the end of the year, class teachers then use the children's recorded work and assessments to make a judgement as to whether each child is working at the expected level.

At the end of Year 2, Year 4 and Year 6 the children complete a larger **Concept Challenge Map (or Schema)** to assess whether they are making links between the themes studied in at least the last two year cycle and whether they are retaining knowledge and gaining a deeper and richer understanding over time.



Knowledge Guides: A Core Spine To Hang Knowledge Upon



The guides have many roles. Firstly, they are created by us for our children. They can be used on screen and adapted to suit needs via their Publisher format. They put our long term overviews into practice and act as a medium and short term planning tool on one level, as a tool for the children's use on another level and deliver practical support and ideas that aid work within the subject for all adults. A core spine but built for knowledge retention, adaptability and refinement.

REMEMBER THIS IS A CORE KNOWLEDGE BOOK CREATED BY THE SUBJECT LEADER AS A SPINE FOR PROGRESSIVE COVERAGE. IT SHOULD BE ADAPTED AND SUPPLEMENTED BY THE CLASS TEACHER, AS REQUIRED, TO MEET THE TAILORED STARTING POINTS OF THE CLASS BASED UPON THEIR ONGOING FORMATIVE ASSESSMENTS.

ADAPT
THIS RESOURCE

DIFFERENTIATE
THIS RESOURCE



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