

# Gillespie Primary School



## Curriculum Intent, Implementation & Impact History

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### Intent for the History Curriculum

At Gillespie we aim to provide a high quality History education that engages our children's interest and enthusiasm for History and enables them to gain knowledge and understanding of Britain's past and that of the wider world. We want our children to develop the curiosity and skills to begin asking the type of questions historians ask.

Our History curriculum is carefully designed to build on the educational programmes set out in the Statutory Framework for the Early Years Foundation Stage and delivered in the early years to teach our nursery and reception pupils the *understanding of the world* Early Learning Goals for *past and present* and *people, culture and communities and the natural world*. Our History curriculum covers all the periods set out in the national curriculum for history and is designed to ensure that as pupils progress through the school years in KS2, they learn about the history of Britain and parallel world history as a coherent chronological narrative, from the earliest times to the present day. We introduce each new topic in the context of what had been previously learnt. During the same school year pupils studying a particular period in British History will also study a contrasting unit of the history of the wider world at a similar time period. This enables them to begin to make comparisons, to explore historical concepts such as similarity and difference, continuity and change, and significance (people and events) and to use them to make connections.

We want all children to understand and use methods of historical enquiry, including using primary and secondary sources of evidence. We use visits to museums and historical sites and workshops with amateurs to create rich and authentic experiences and, where possible, first hand research. We believe our History curriculum, including some study of local history, can help pupils begin to confidently explore their own identity in the context of our own diverse school community and society more broadly and have carefully selected some areas of study which reflect the multicultural History of our local community and area of London (our great city) and the UK as a whole.

### Implementation of the History Curriculum

Gillespie teachers have worked together to develop our own programmes of study which aim to provide a rich and stimulating History education and meet the purpose of the national curriculum. We review these on an on-going basis, revising each year to inform the medium term planning for the same period of study for the following year. All planning ensures that we consider:

- Core content and knowledge about key events for the period being studied including chronological understanding with the period being studied and in relation to periods of History previously studied by the children
- Key Historical enquiry questions for all study units to gain historical perspective :
  - > continuity and change in and between periods
  - > Cause and consequence
  - > Similarity and difference between periods and comparing to life today
  - > Significance- of events and people
- Introducing specialist vocabulary including historical terms i.e. empire
- Children gaining experience of methods of historical enquiry including using and understanding the difference between primary and secondary sources of evidence.

As well as using the National Curriculum as our key reference point we seek guidance from experts sources, In particular, we subscribe to The Historical Association which produces excellent well researched guidance to develop schemes of work for our primary History units, we have been able to work with an expert local historian who has provided us with guidance, resources and insight into the local History of Islington and have had advice from An ofsted 'deep dive' single subject inspection of History in January 2020. We have continued to consolidate the areas identified as strengths in the inspection and have reviewed our medium term planning to address a key area for improvement to ensure that ambitious historical questions are explored through study across all

year groups : 'so that pupils gain experience in answering and sometimes asking, the type of questions that historians ask'

### Early Years Foundation Setting

Children begin to develop their understanding of History and chronology and build their historical skills from the nursery. We use the development matters document to support planning and ensure that the children meet the early learning goals specified in the EYFS curriculum. History is focused upon as part of 'understanding the world' and 'natural world'. Children learn concepts including 'past', 'present' and 'change' related to their own life experiences and family history. Children learn about 'people, culture and communities' and explore the natural world around them; including a focus on fossils, bones, dinosaurs and extinct animals.

### KS1

In Y1 pupils study 2 history units:

- *Changes within living memory* by focusing on the history of toys. Pupils examine primary sources of evidence including old toys to make comparisons with the type of toys and material used to make toys. Children are able to compare their toys to those played with by parents and grandparent/great grand parents
- *Events beyond living memory which are significant – Explorers* focusing around significant individuals who have contributed to events impacting on world History .Pupils learn about Mae C. Jenison ;Engineer and first black female NASA Astronaut to travel into space and about Sir Francis Drake and the impact of his voyage on the sailing vessel the Golden Hinde.

In Y2 pupils study 2 history units:

- *Events beyond living memory which are significant-The great Fire of London.* Children focus on the effect of key 17<sup>th</sup> century events on London and on the key events and significant individuals, explore historical sources and also learn what Islington was like at the time of the Great fire. Children compare and contrast the 17<sup>th</sup> century period around the Great Fire of London and London today.
- *Local area focus on comparing significant historical places- Highbury Stadium and the Emirates stadium and Arsenal football club* this focus is cross-curricular also developing pupils' geographical field skills and mapping skills, identifying how our local area has changed over time.

### KS2

In key stage 2 pupils children study the great sweep of British History and some parallel world History from the Stone Age to the time of Edward the Confessor in chronological order as they progress through school between Y3 and Y5. In Y6 pupils focus on an aspect of History that extends pupils' chronology knowledge beyond 1066, focusing on a significant turning point in British History.

In Y3 pupils study 2 history units:

- *Changes in Britain from the Stone Age to the Iron Age...* The units covers changes from Stone Age >Bronze Age>Iron Age. Children begin to learn how this period, known as prehistory fits into wider British history and to try to appreciate how long ago this was. Children learn about changes in human activity from hunter gatherers to farming and how migrations from other parts of the European continent influenced and changed life on these islands
- *The achievements of the earliest civilisations –Ancient Egypt.* Children study this period which overlaps with the Iron Age in Britain so that pupils can draw comparisons between ancient Egypt and ancient Britain considering similarities and differences, cause and consequence for example pupils focus on religion and different types of gods and goddesses. Children explore some of the achievements of this ancient civilisation.

In Y4 pupils study 2 History units:

- *Ancient Greece-a study of Greek life and their achievements and their influence on modern life.* Through this study pupils gain an overview of the impact of Ancient Greece on our lives

today. Pupils explore themes including the development of democracy and compare and contrast with democracies in the modern world.

- *The Roman Empire and its impact on Britain.* Children use their knowledge about the ancient Greeks to set a context for their introduction to the Romans. Through this study children develop a chronologically secure understanding of what Britain was like before the Romans invaded and learn about features of the Roman World and the Romanisation of Britain focusing on the legacy they left on these islands by the time they left.

In Y5 pupils study 2 History units:

- *Britain's settlement by Anglo-Saxons and the Viking and Anglo –Saxon struggle for the kingdom of England.* Children access this unit by learning about the period of transition from the Romans leaving and the Anglo Saxons arriving. They focus on key areas of significance including the change from pagan belief systems to Christianity and learn about the significance of Alfred the Great and his role in the struggle between the Vikings and Saxons for the Kingdom of England. Children compare the Vikings and Anglo-Saxons and learn key events including the administration of the Danelaw and about culture during this period.
- *A non-European society that contrasts with British history –study of Bagdad c.AD 900* Children explore the enquiry question: 'how different was Baghdad city state to London around c.AD 900. Children compare the geography and architecture of the cities and make comparisons with the Anglo-Saxon and Viking kingdoms at the same time focusing on religion, education and significant individuals or events. Pupils find out about impact of this period on modern mathematics, science and medicine.

In Y6 pupils study 2 History units:

- *A study of an aspect of history dating from a period beyond 1066: What was life like for Victorian children in London?* Children learn about the Victorian period with a study focus on the lives of children in the Victorian period making comparisons to the lives of children today using primary sources of evidence including our school (built 1878) and secondary sources of evidence.
- *A History and geography unit: beyond the Empire: Trade and Migration a significant turning point in British History.* Building on their learning about the Victorian period, children find out about the expansion of the British Empire, trade and power with a focus on Slavery. Children explore the connections to modern Britain and its relationship to the Commonwealth and consider why London is such a diverse city, looking at immigration including a study about the Windrush generation.

### **Impact of History Education**

By the end of their schooling with us children have developed a love for learning about history and are curious and inspired to find out more about the past. They have gained a coherent body of knowledge about British History and the history of the wider world. Pupils have developed a good understanding of chronology and the passing of time during different periods of history. Pupils have developed the skills and understanding to prepare them to successfully engage with History at Secondary school. Children will have the confidence and ability to devise their own historical questions and begin to be able to explore their own identity and lives in the context of our diverse and constantly changing society.

### Measuring Impact of History learning

Teachers and leaders focus on three key areas:

1. Chronological understanding
2. Understanding of historical enquiry questions including continuity and change, similarity and difference, cause and consequence, significance of events and people
3. Understanding of historical terms and vocabulary

- *Feedback in lessons*

Through careful questioning and assessment for learning strategies, teachers monitor pupils' understanding. Children receive instant feedback through individual, group or whole class feedback throughout lessons from teachers. Teachers use their assessments within lessons to help gauge the pace of the lesson, and if they need to provide any additional scaffolding or guidance. After the lesson, the teacher uses the outcomes of their instant feedback and assessment to help plan next steps in the teaching sequence over a unit of History.

- *Whole class feedback and interventions*

Teachers look at the body of History work including longer pieces of writing, make notes and take examples of positive outcomes and key misconceptions to inform their whole class feedback for the following lesson. Some children may require individual or small group feedback on a specific gap to help them move onto the next part of their learning. Teachers will also use this assessment time to plan interventions or pre-teaching sessions for target children.

- *Monitoring of teaching and learning and work surveys by subject leaders and senior leaders*

> Termly detailed surveys of outcomes in pupil workbooks provides information about the progress and understanding of individual pupils and enables leaders to give quality feedback to teachers on the impact of their sequence of lessons and to plan INSET to secure whole school improvement .

Staff regularly moderate by sharing work in books focusing on outcomes and progression between year groups and within a year.

> Lesson observations provide insight into how effectively history knowledge, skills and concepts are taught to ensure all pupils are able to make progress. Individual feedback is given to support professional development and a summary of all lessons observed enables the staff team to share strengths and areas for development to secure improvement in the teaching and learning of History.