History profile – Amberley Primary School

INTENT

The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. The past and changing accounts of the past have shaped the identities of diverse people, groups and nations. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. At Amberley, we want to:

- Incorporate our 3 core values into our teaching of history. We learn about events, time periods and people from the past who have shown **nurturing, innovation or aspiration** in their achievements.
- Enable pupils to see **history as a narrative which all fits together to form 'the big picture'** and not just discrete episodes of time. We know that the knowledge children learn must be connected as this strengthens the schema of a concept in their mind.
- Enable pupils to see history as **who we are and why we are the way we are**
- Develop life-long learners who **ask questions** and **challenge thinking**
- **Promote curiosity** and a **love of learning about the past**, including learning about how our **local area** has changed and been affected by the past.

All pupils are required to study history at KS1 and KS2 and follow the **national curriculum**. By following the national curriculum we aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. In order to ensure a broad curriculum offer for all pupils, a school's history curriculum should ensure that: there is a breadth of historical periods studied; a range of places and societies studied as well as the connections between them; that people, groups and experiences are studied, ensuring that no groups are misrepresented across the curriculum and a range of historical fields of enquiry are taught, for example, political, social and economic history. At Amberley we also believe in ensuring our curriculum is **personalised** to our local area and there has been careful consideration of what is taught in our history curriculum and why it was selected. We ask ourselves 'why that? Why now? How did it earn its place in our curriculum?'
We also want our curriculum to be **diverse** and reflect all of our learners – we often use Emily Style's metaphor of the curriculum as the mirror and the window: the mirror signifying that pupils see themselves in our curriculum and the window representing our ambition to show all pupils the world beyond their immediate experience.

Pupils make **progress** in history through building their knowledge of the past (**substantive** knowledge), and of how historians study the past and create accounts (**disciplinary** knowledge). Deploying both substantive and disciplinary knowledge in combination is what gives pupils the capacity or skill to construct historical accounts – they are closely related as it is through disciplinary methods that pupils are able to construct substantive knowledge of the past. Teaching supports pupil progress by embedding frameworks of content and concepts that enable pupils to access future material. Abstract concepts are best learned through repeated exposures in different, meaningful contexts. The amount of progress that pupils make through the curriculum is dependent at each stage on the range and depth of their existing knowledge and how secure it is in their minds. This knowledge is what allows pupils to understand new material. Some knowledge is likely to be particularly important to future learning (generative knowledge). Pupils are likely to benefit when curriculum design, teaching, and assessment prioritise this knowledge.

At Amberley, the **substantive concepts** that we use are:

- artefacts; beliefs; conflict; culture and pastimes; food and farming; location; main events; settlements; society and travel and exploration.

The **disciplinary concepts** that we use are:

- investigate and interpret the past; understand chronology; communicate historically and build an overview of world history.

All of these concepts feature regularly throughout the study of history in a range of contexts so children become familiar with them across their time at Amberley. We understand that **repeated encounters** and **meaningful examples** make new information more familiar to pupils and therefore easier to learn. **Pupils' prior knowledge** also makes new information and abstract ideas more meaningful and therefore easier to comprehend and learn. Knowledge is **generative** - it enables future learning.

IMPLEMENTATION

We know that children's first interactions with history start far earlier than when they begin Key Stage 1. Before they start school, children will begin to encounter the past and the world around them. When children encounter the past they are provided with a starting point from which **curiosity** can blossom as they enter more formally structured education. What children learn in the **EYFS** is crucial knowledge for them to build on in the future. The **knowledge** and **vocabulary** that they develop, through the 'understanding of the world' area of learning, enables them to access history content at KS1, where children continue to develop their understanding alongside a more formal introduction to the disciplinary side to the subject. Children at the expected level of development in 'understanding of the world' will:

- 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;
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All current medium-term plans and knowledge organisers are placed on our school website to ensure that parents are aware of what their children are learning about and working towards.

At Amberley, we follow a set **lesson design** which encompasses our teaching and learning golden threads. Lessons begin with a quick discussion of 'what is history?' and a shared definition as well as what historians do. We then look at any common misconceptions which may have arisen from previous lessons as well as our history timeline and focus in one area of this eg sequencing, duration, interval. We then do our retrieval work which activates the prior knowledge that pupils will need for that day's learning and discuss how what we have learned previously helps us to answer our enquiry question. We move on to looking at the **vocabulary** which will be important in that day's learning and at the end of the lesson summarise what we have learned today.

ENRICHMENT	SUPPORTING & CHALLENGING CHILDREN
Across the Autumn term, we run an **extra-curricular history** club after school focusing on our local area and how it has changed over time. We feel that local history is an introduction to how the past is still around us today and that sometimes telling the stories of people that lived on our doorstep can be both powerful and an eye-opening moment for pupils! We were lucky to have one such gentleman who did just that in our community. We were also able to use the local history of Killingworth to relate to national or global narratives such as George Stephenson and the birth of the railways and locomotives. This very much enabled our children to see the past being all around them and not just happening elsewhere. As part of our **Assembly** overview, we focus on certain events / days or celebrations throughout the year. These may include such events as black history month, Remembrance day, local history month and Windrush day. We also have an Amberley **book spine** where we include historical fiction as we know what an important role storytelling can play for pupils in bringing history to life.	At Amberley we are **responsive** to information about learning. We then **adjust** teaching to better match pupil need whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. We follow 5 key principles to ensure **high quality teaching** benefits all pupils, including **pupils with SEND**. • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding (pre-planned and in the moment) • Flexible grouping • Using technology Examples of scaffolds and **support** can be found in pupil books and may include word banks, helping hands sheets, simplified language, reduced text to read, multiple choice, providing sentence starters or vocabulary accompanied by images to name a few. **Challenge** may include pupils being able to compare and contrast current learning with that of previous historical periods eg settlements of the Romans compared to Stone Age settlements.
HOW WE DEVELOP THE MORAL COMPASS OF CHILDREN	**IMPACT**
We aim to promote **British values** through history at Amberley. British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in our history curriculum. Pupils explore issues such as **democracy** in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of significant individuals in Key Stage 1, pupils develop an awareness of how they have influenced and shaped the country in which we live. We also look at how if something was described as significant at one point, it does not mean that it is guaranteed throughout time as perceptions can and do change eg Christopher Columbus in Key Stage 1. Teaching our pupils to **respect** and **value diversity** is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to **work effectively together** both individually and in groups.	We continually **review and evaluate** the impact that our history curriculum is having on our pupils. **Learning** and making progress is **knowing more and remembering more** and we use a regular and robust monitoring and evaluation system to gauge the impact of our curriculum design. • Lesson visits or learning walks • Book looks • Pupil voice • Termly post assessments • Data analysis from data input at the end of the year From this, we may implement support to improve the curriculum offer: • CPD for staff • Curriculum planning clinics with the subject leader • Post assessment reviews with the subject leader • Enquiry question and content review with the subject leader

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