



## HISTORY AT GILDREDGE HOUSE

*Learning is defined in the Ofsted handbook as ‘An alteration in long-term memory.’ In order to achieve this, the curriculum needs to be in an order so that new knowledge and skills build on what has been taught before, meaning pupils can connect new knowledge with existing knowledge and work towards clearly defined end points.*

### Purpose

At Gildredge House we believe that History encourages pupils to consider how the past has influenced the present, and how a variety of elements influenced people’s actions. History also develops the skills of researching and evaluating evidence, the knowledge of past events, civilisations and personalities and the concepts of chronology. Learning about the past can influence pupils’ attitudes to the present and the future. Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ whilst discussing historical concepts.

### SEND Provision

We recognise as a school, the importance of ensuring that children identified with Special Educational Needs and/or Disabilities have access to an ambitious History curriculum. We will therefore aim to plan first for our students with SEND, with appropriate tasks, support and level of challenge to enable them to access the curriculum. Advice can be sought from the school’s SENDCO where applicable.

### Aims

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past

### History in the school curriculum

History is a statutory subject of the school curriculum of maintained schools.

Being an all-through school has enabled us to create a bespoke programme that builds on skills and knowledge across the whole school.



1. We enhance the curriculum by utilising the skills of our Secondary colleagues to deepen subject knowledge of both staff and students.
2. Units with key objectives have been planned by the Primary staff in order to ensure there is continuity and progression from Reception to Year 6 and into KS3.
3. The command words: Describe, Explain and Compare are used when planning activities, to enable children, when they are developmentally ready, to show their historical understanding; this leads directly into the KS3 requirements from Year 7.
4. At Gildredge House, we recognise that experiences and enrichment opportunities help to bring the subject of History alive. There will therefore be opportunities to:
  - Handle artefacts with care
  - Welcoming visitors eg Hands on History
  - Use imaginative play or drama to express feelings and ideas
  - Respond to images, games, stories, art, music and dance
  - Make visits to local places of interest including castles, where possible, and where not, make use of videos and the internet.

## Approaches to Teaching

A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in history lessons.

## Consistent teaching sequence

History lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, placing of the History being studied in the chronological context of previous learning, using the class timeline, a daily review, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct Historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate.

## The Learning environment

The learning environment is designed to ensure children develop their history knowledge, and continue to know more and remember more. Displays and class timelines are key drivers to this, with teachers making reference to them during lessons and at other regular times during the week.



### Basic skills

English and Maths skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.

### Time Allocation

Although there is no statutory time for teaching foundation subjects, at Gildredge House, we expect around one hour per week to be devoted to History.

### Cultural Capital

We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to history and we recognise that to have impact, the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

At Gildredge House, our History curriculum intentions are:

Intent	Implementation	Impact
<p>The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximize the outcomes for every child so that they know, remember and understand key information about people, events and contexts from a range of historical periods, including significant events in Britain's past.</p> <p>We aim to equip children with the necessary skills to act as historians by investigating and interpreting the past using a range of resources. We will encourage the children to provoke thought, questions and discover answers to these questions, in order to gain a greater understanding of their wider world, including the past.</p> <p>Children will understand what it means to live in the</p>	<p><b>Displays:</b> Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum. Language is highlighted to the children at the beginning of the lessons and revisited through class assemblies and quizzes.</p> <p><b>Big picture and daily review:</b> New history learning is put into the context of the big picture of history learning throughout school, and previous learning is reviewed.</p> <p><b>Class Timelines:</b> Each class has a timeline that follows them throughout School. This records all previous history learning and enables children to put new learning in the context of their existing learning.</p>	<p>Through a well-planned and implemented curriculum, the children will develop their historical knowledge and skills to help them think, reflect, debate, discuss and evaluate the past.</p> <p>Building on this secure foundation, their progress will lead them to become competent historians.</p> <p>Children will make at least good progress from their last point of assessment or from their starting point prior to starting school.</p> <p><b>This will be measured by the:</b></p> <ul style="list-style-type: none"> <li>• Progress from a child's starting point.</li> </ul>



UK today and be a British citizen compared to in the past.

**Research link:**

“Most fundamentally, history teaches us to look past the ephemeral and search out the underlying, long-term dynamics of problems”  
Crowcroft 2018

**OFSTED Curriculum**

**Research indicates that:**

OFSTED research defines a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know”.  
(September 2018)

**Resources:** Children will have access to a wide variety of subject specific fiction and non-fiction materials available in the class Information Stations.

**Use of artefacts:** Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children’s historical knowledge, understanding and skills.

**Use of sources / bias:** We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

In the **Foundation Stage**, History will make an active contribution to all of the seven areas of learning.

**Year 1: Dinosaurs:** What happened to dinosaurs? Why are palaeontologists important? Who was Mary Anning?  
How do you build a castle? Who lives in a castle? How can we defend a castle?

**Year 2: Space Missions:** Why are space missions important?  
Great Fire of London: How is life different now to life in London in 1666?

**Australia:** Did we always know Australia existed?

**Year 3: Bronze Age:** How did we communicate without letters?

**Heroes:** What does it mean to be a hero?

**Nelson Mandela:** How did one man change a nation?

- Attainment at each point of assessment.

**Pupil Discussion:** Children can discuss and compare the lives of people they have studied from a variety of different periods in time.



	<p><b>Year 4: Inventions:</b> Which invention is the most significant? <b>Romans:</b> Why did all roads lead to Rome? <b>Mayans:</b> Why was chocolate so important to the Mayans?</p> <p><b>Year 5: Battle of Hastings:</b> Who were the claimants to the throne in 1066 and was the victor the rightful heir to the throne)? <b>Ancient Egypt:</b> Why was the discovery of King Tut's tomb such a find? <b>Tudors:</b> Henry VIII: Hero or Villain?</p> <p><b>Year 6: Victorians:</b> What was life like for a child in Victorian times? <b>World War II:</b> What was life like for a child in WW2? <b>Ancient Greece:</b> What comparisons can we make between life in Ancient Greece to life today?</p> <p>Each unit of work identifies prior learning and shows how this is built upon.</p> <p>The teaching of History will not be limited to these topics. The children's understanding and knowledge will be strengthened through the teaching of all subject areas.</p> <p><b>Planning and Teaching:</b> The following skills are used in order to strengthen the skills and deepen the understanding and knowledge taught: investigating, reflecting, expressing, interpreting and empathizing.</p> <p><b>Visits, Visitors &amp; Resources:</b> Resource Boxes, Hands on History, visits to local castle and places of interest.</p>	
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During Years 7 and 8 in KS3, pupils will study Archaeological evidence, Medieval England, Local History, The Tudor Monarchy, (building on Year 5), the Stuarts, the French Revolution and Industrial Revolution and the British Empire and Slavery Immigration.



Pedagogical Approaches to the teaching of History

<p>In History, like all other subjects, we recognise the importance of the methods and practice of teaching we choose to use in enabling students to know more, understand more and remember more. In History, the following approaches will be used, in order to ensure that the History learning opportunities are as effective as possible and that pupils make progress throughout the year and across year groups during their history experiences in school.</p>				
Teaching Sequence in History	Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline	Possible pedagogical approaches used in History	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration.
	Lesson review: Brief review of learning covered in previous lesson/s		Constructivism	Enquiry- based learning.
	Specify key vocabulary to be used and its meaning		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction.
	Conduct Historical enquiry using a variety of sources and / or artefacts		Liberationism	Pupil-led learning opportunities.
	Interpret their findings		Learning, working and talking like a historian	Being introduced to the key vocabulary relating to History so that all children can express their understanding, views and opinions with confidence.
	Communicate their historical knowledge and understanding appropriately			
	Evaluate their learning and compare with other historical periods studied as appropriate			

Equal Opportunities

History follows the school's Equality Policy.

Responsibilities

The History Subject Leaders are responsible for:

- Monitoring the teaching and learning of History within the Primary phase, ensuring that children know, understand and remember key information about each Historical theme taught.



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House**

- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Liaising with the Secondary colleague responsible for the implementation of History to secondary students to ensure that the curriculum is fit for purpose, providing continuity and progression
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.

Subject Leads