

# Tillington Manor Primary School

## Subject Practice Statement

### Subject: History

Focus	Subject Practice
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• What are the key concepts/skills children will learn in history?</li>   <li>• How has learning been organised across the school to ensure continuity and progression?</li>   <li>• Key skills development:               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Writing</li> <li>○ Mathematics</li>   <li>○ Thinking/Problem-solving skills</li> </ul> </li>   <li>• How will learning in history prepare children for life in the 21<sup>st</sup> century?               <ul style="list-style-type: none"> <li>○ Diversity understanding</li>   <li>○ SMSC</li> </ul> </li>   <li>• In what ways will resilience and independence in learning be fostered?</li> </ul>	<ul style="list-style-type: none"> <li>• Children will develop their knowledge, understanding and skills in relation to           <ul style="list-style-type: none"> <li>○ Chronology - understanding what has changed and what has stayed the same</li> <li>○ Key events/features of past societies, significant people and their achievements</li> <li>○ Representations and interpretations of the past</li> <li>○ Historical enquiry</li> </ul> </li>   <li>• Strands of learning from the NC programme of study have been sub-divided in to key skills and concepts which have been progressively sequenced from EYFS to Y6.           <ul style="list-style-type: none"> <li>○ Topics in EYFS/KS1 start from the point of the immediate past and broaden to include key events which children can relate to. Topics across KS2 have been arranged in a chronological sequence to help develop children's understanding of the passing of time and developments from older times to now.</li> </ul> </li>   <li>• Learning in history will support, but not be subsumed, by our commitment to develop:           <ul style="list-style-type: none"> <li>○ children's ability to read with understanding and to present a range of information in a variety of written forms coherently</li> <li>○ children's capacity to apply mathematical concepts in relation to chronology and the passing of time and in relation to any statistical information children encounter</li> <li>○ children's thinking skills - encouraging their ability to develop ideas for themselves and to respond to, and devise questions, in enquiry based situations</li> </ul> </li>   <li>• Children will encounter topics in history which:           <ul style="list-style-type: none"> <li>○ reflect the diverse ethnic nature of our society - they will learn about the achievements and contributions of people from different backgrounds - they will discover reasons for discriminatory attitudes and what people have done to counter these</li> <li>○ support an appreciation of the wonder and beauty of man's achievements</li> <li>○ encourage collaboration and positive interaction with others</li> </ul> </li>   <li>• The emphasis in history will be on enquiry in which children will be responsible for research and presentation of information. Children will be encouraged to:           <ul style="list-style-type: none"> <li>○ find solutions using a range of strategies</li> <li>○ complete an expected minimum amount of work within a set amount of time using a range of resources</li> <li>○ work collaboratively and support one another</li> </ul> </li> </ul>

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<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• What are the key learning/teaching strategies staff should employ in history to promote high standards?               <ul style="list-style-type: none"> <li>○ Strategies specific to subject</li> <li>○ Strategies to encourage mastery through:                   <ul style="list-style-type: none"> <li>▪ The encouragement of oracy and vocabulary development</li> <li>▪ Reading/comprehension skill development</li> </ul> </li> <li>▪ Writing and GPS</li> <li>▪ Mathematics</li> <li>▪ Thinking/Problem-solving</li> </ul> </li> <li>• What additional experiences should children have in history to enrich their learning?</li> <li>• How will new learning be linked to children's previous learning and experiences?               <ul style="list-style-type: none"> <li>○ Start of topic</li> <li>○ Start of lesson</li> </ul> </li> <li>• Strategies to promote long-term memory</li> <li>• How will staff ensure that they present a consistent challenge in history?</li> <li>• Strategies to promote involvement of children in our target groups:               <ul style="list-style-type: none"> <li>○ Boys</li> <li>○ PP</li> <li>○ SEND</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Key strategies to encourage high quality learning:               <ul style="list-style-type: none"> <li>○ An emphasis on enquiry using a range of source materials - written, pictorial, artefacts, on-line etc.</li> <li>○ Approaches which help children to make connections and link features/events in history</li> <li>○ A major focus on interaction and discussion as a key learning tool - allowing children to generate/ share/present ideas and compare findings/points of view - introducing, and developing understanding of, historical vocabulary, ensuring vocabulary is used precisely to add detail to responses (STAR)</li> <li>○ An emphasis on children using a range of written source materials to encourage research, comprehension and interpretation of information → this will lead to children using a range of written sources (primary/secondary) to research topics in KS2.</li> <li>○ Children will record their ideas using sentence structures and grammatical conventions in line with the skills/concepts expected for ARE writing. Children will have opportunities to present their responses using a range of genre - there will be opportunities for extended writing (the detail of which will increase as they progress through KS2). Genre will include:                   <ul style="list-style-type: none"> <li>▪ Note-taking from research → Summarising → Presentations (including on-line)</li> <li>▪ Writing from the point of view of...→ Diary entries → Historical stories</li> <li>▪ Recounts/Explanations/Reports - Backing up ideas and points of view with evidence</li> </ul> </li> <li>○ Children will apply their mathematical skills in relation to chronology and statistical information that is presented</li> <li>○ Children will be challenged to develop their thinking through opportunities to respond to a range of questions (+ Socratic q.s)/tasks which allow for analysis, synthesis and evaluation - they will draw conclusions, develop their ideas and present coherent arguments drawing on a range of information</li> </ul> </li> <li>• Passion for, and interest in, history will be extended through:               <ul style="list-style-type: none"> <li>○ visits; workshops; themed days relating to significant national events; visitors to give first-hand account or expert opinions</li> </ul> </li> <li>• Children achieve the best outcomes when new learning is linked to previous experiences/learning. This can be achieved by routinely establishing what children already know, or have learnt, through an exploratory question/challenge/problem at the start of a topic/lesson - this allows learning to be adapted to needs, gaps to be filled and challenge to be built in</li> <li>• Learning in any one lesson is never in isolation. Opportunities for children to use/apply what they already know through problem-solving/reasoning helps to establish long-term memory and an expectation that they will need to recall. Children should also be encouraged to draw on what they already know of previous topic content as they describe, compare and explain features/events in the current topic. Memory is also aided through activities which pull together content from the whole topic before moving to a new topic.</li> <li>• Challenge and standards will be consistent when all learning in history focuses on the key skills identified within the NC strands and there is an expectation that:               <ul style="list-style-type: none"> <li>○ All children will be part of an enquiry-based approach and respond to high quality questioning which allows for the development/application/connection of ideas as well as reasoning and problem-solving</li> <li>○ Historical vocabulary and information are used precisely in a range of responses</li> </ul> </li> <li>• Strategies to promote learning for target groups will include:               <ul style="list-style-type: none"> <li>○ Approaches/content that engages children's interests - starting from the known, establishing links</li> <li>○ Organising tasks to allow the progressive build-up of knowledge/skills                   <ul style="list-style-type: none"> <li>▪ Low entry/high threshold</li> <li>▪ Pre-teaching to compensate for variable life-experiences</li> </ul> </li> <li>○ Reasonable adjustment of tasks/approach - scaffolding, prompts, word-processing to increase access</li> </ul> </li> </ul>

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<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• How will we know children have achieved high quality outcomes and that learning is embedded?</li>   <li>• How will learning prepare children for different challenges and situations they will face, including tests?</li>   <li>• How will we know that children are developing in their understanding of SMSC/diversity etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Children, in line with the expectations recorded on the Progression Map for History, will               <ul style="list-style-type: none"> <li>○ Identify changes and similarities over time and give reasons for changes</li> <li>○ Use/apply their historical knowledge and understanding in a range of situations, including abstract problem-solving, unprepared tasks etc.</li> <li>○ Describe and explain historical situations and features → making connections between events/features</li> <li>○ Identify reasons for why things happened as well as the consequences of events</li> <li>○ Understand and recognise that there can be different interpretations of events</li> <li>○ Present their findings using a range of mediums and writing genre, using historical vocabulary and information precisely</li> <li>○ Apply their reading/writing/numeracy skills in ways which demonstrate age-expected standards</li> <li>○ Draw on their kn/und/skills from history to support learning in different areas or to give meaning to different situations/experiences that arise.</li> </ul> </li>   <li>• Children will               <ul style="list-style-type: none"> <li>○ be resilient and not be put-off when facing new challenges/content</li> <li>○ tackle un-prepared learning situations, demonstrating standards expected in core subjects as well as in the subject-specific topic</li> <li>○ work with independence in a range of situations</li> </ul> </li>   <li>• Children will demonstrate:               <ul style="list-style-type: none"> <li>○ respect and tolerance when facing arrange of new ideas and content</li> <li>○ share with others</li> <li>○ respect for the achievements of others</li> <li>○ knowledge of discrimination and why it is wrong and how it can manifest in different forms</li> </ul> </li> </ul>

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<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• How will we monitor standards?</li>   <li>• What will we do with information from monitoring?</li> </ul>	<ul style="list-style-type: none"> <li>• Standards will be monitored by subject leads/SMT through:               <ul style="list-style-type: none"> <li>○ discussion of their learning with children</li> <li>○ scrutiny of books and outcomes - assessing match with standards expected for year groups</li> <li>○ scrutiny of subject records</li> <li>○ observation of practice</li> </ul> </li>   <li>• Results from monitoring will be used to evaluate:               <ul style="list-style-type: none"> <li>○ the effectiveness of subject plans and contribute to subject development</li> <li>○ the effectiveness of practice and to inform staff development</li> <li>○ whole school learning/teaching strategies and to identify developments required → SIP</li> </ul> </li> </ul>