

# History at Chesterfield



At Chesterfield, we want our children to love history. Within our teaching of history, we aim to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our curriculum will stimulate pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, construct arguments, and develop perspective and judgement. Our history curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In line with our curriculum driver, developing aspirations and possibilities for all, we want children to have no limits to what their ambitions are and grow up wanting to be museum curators, archaeologists or research analysts. Our curriculum drivers of communication, oracy, reading, aspirations and inclusion for all shape every aspect of history, are embedded in teaching and learning and develop the child as a whole.

## At Chesterfield we are Historians:

By the end of their time at Chesterfield our children will be:

- Curious about the past and can interpret the past in different ways.
- Have a chronological understanding of the main events in British history.
- Begin to understand why and how things have changed, recognising some of the causes and consequences of these changes.
- Understand how people have lived in the past, both in Britain and around the world.
- Begin to make links between the past and modern times.
- Learn from other cultures, respect diversity, cooperate with one another and appreciate what we have.
- Analyse sources of evidence.
- Be critical thinkers who appreciate different perspectives and develop informed judgments.
- Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Communicate ideas confidently to a range of audiences.

Alongside developing children's historical knowledge there will be a focus on the development of specific historical skills. Skills needed to be a historian are taught progressively.

## History in the EYFS:

- In the EYFS, the children are encouraged to talk about significant events that have happened to them in the past i.e. Last night ... Last week... Last year...
- The children are also encouraged to explore the lives of people who are familiar to them and ask questions to find out more information. This is all taught via the Early Years specific area of Understanding the World.
- By the end of the EYFS the children should be able to
  - 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;
  - understand the past through settings, characters and events encountered in books read in class and storytelling.

## How do we implement our history curriculum:

- History is taught as part of a half-termly Learning Journey. Each Learning Journey begins with an enquiry question that the children work towards being able to answer.
- Our carefully planned history curriculum ensures continuity and progression of learning that deepens children's understanding of key historical concepts and enables children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Carefully selected skills are chosen to best match each unit of work and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time.
- The knowledge and skills that children will develop throughout each history topic are mapped across each year group and across the school to ensure progression.
- We provide a history knowledge web for each child. It includes essential facts, key vocabulary, a timeline and images such as diagrams, photos or maps. The knowledge webs are used within history lessons and are shared with parents and carers so they too can reinforce learning.
- We also maximise the opportunities that our home city of London has to offer in terms of its rich history and vast array of museums and cultural sites. High-quality educational experiences (visitors and trips) develop pupils' confidence and deepen their understanding.
- The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. We believe in whole-class teaching methods and combine these with enquiry-based research activities.
- We believe children learn best when they are provided with the following opportunities:
  - have access to, and are able to handle artefacts
  - visit museums and places of interest
  - have access to secondary sources such as books and photographs
  - listen to and interact with stories from the past
  - undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
  - use drama and dance to act out historical events
  - are shown, or use independently, resources from the internet and videos
  - use non-fiction books for research
  - opportunities to work independently or collaboratively, to ask as well as answer historical questions.

## Planning:

## Teaching:

<ul style="list-style-type: none"> <li>• The History Long Term Plan identifies the units to be covered each term. It also identifies where there are opportunities to revisit and connect children's previous learning and experiences. This strengthens understanding and helps build long-term memory.</li> <li>• Teachers link prior knowledge to the new learning to deepen children's thinking. They plan sequences of lessons across the unit that will build on and develop the children's knowledge and skills.</li> <li>• We use short term plans to set out the learning objectives for each lesson as well as the activities and resources that will be used to achieve the LO.</li> <li>• Consideration is given to how greater depth will be challenged within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Adaptation and challenge is evident and planned for in every lesson.</li> <li>• Teachers are able to use the Historical Association's wealth of resources to develop their subject knowledge.</li> <li>• Each unit is planned to include encounters with historical artefacts, photographs, texts and videos.</li> <li>• All historical resources are stored in topic boxes.</li> <li>• Teachers are encouraged to add any new resources and display materials that they have created to the topic box.</li> </ul>	<ul style="list-style-type: none"> <li>• From Year 1 to Year 6, history is taught half-termly. Children have a weekly 1-hour history lesson over the half term.</li> <li>• Flexible groupings are used during lessons e.g. mixed ability groups, paired work, guided and independent work and whole class work.</li> <li>• At the start of the lesson, children will take part in a short retrieval 'flashback' task where they will be required to retrieve previously gained knowledge. The children may have acquired this knowledge in a previous lesson, unit of work or even a previous year group. This task is designed to strengthen our pupils' memories of key knowledge, enabling them to permanently remember and make progress across the curriculum.</li> <li>• Opportunities to develop core English skills are exploited through historical research and reporting as well as the learning of new vocabulary.</li> <li>• A range of resources are used to enhance learning including handling objects, pictures, historical documents, watching videos and reading information texts.</li> <li>• Relevant vocabulary is explicitly taught, is evident in the classroom and is used in discussion and reasoning.</li> <li>• Knowledge webs are referred to throughout teaching to support children's learning and progress.</li> <li>• Learning is further developed through our history learning walls where children can find timelines, key vocabulary and examples of previous learning to further embed and help recall what has been learnt.</li> </ul>
<p><b>Assessment and feedback:</b></p> <p>Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:</p> <ul style="list-style-type: none"> <li>• Teachers use the outcomes in children's books to assess on-going attainment and progress.</li> <li>• End of unit knowledge quizzes assess learning and provide the opportunity for children to show what they know.</li> <li>• Differentiated and open-ended questions.</li> <li>• Effective feedback</li> <li>• Flashback tasks to ensure retrieval of previously learnt material.</li> <li>• 3 assessment tasks planned within each history topic. The assessment tasks vary across and within year groups assessing children's development within a range of skills. This is used to further inform subsequent teaching and history topics to come.</li> </ul> <p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>• Children's work should always be looked at and assessed before the next lesson.</li> <li>• Children to self/peer assess all aspects of the history work.</li> <li>• Key vocabulary for humanities to be corrected in green pen alongside common exception words for that year group.</li> <li>• Teachers should conference with each child in humanities to address misconceptions or to extend the children's learning. Children indicate this with 'PC'.</li> <li>• Teachers/children to assess attainment (knowledge and skills) for each of the three assessment tasks against the assessment toolkit.</li> </ul>	<p><b>How do we evaluate learning in history?</b></p> <ul style="list-style-type: none"> <li>• The impact and measure of our history curriculum is to ensure children at Chesterfield are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.</li> <li>• With key concepts like chronology, continuity and change and significance taught and revisited over their journey at Chesterfield, children learn how to investigate and understand history and to begin thinking like historians.</li> <li>• The impact of our history curriculum can clearly be seen in the children's books.</li> <li>• Our rich history curriculum is also evident in the texts that we have selected for our children to read, history displays and class assemblies where children share their knowledge with their parents.</li> </ul> <p>The Deputy Head and the history subject leader monitor the impact of the history curriculum using a variety of strategies.</p> <ul style="list-style-type: none"> <li>- Scrutiny of history books</li> <li>- Progress within assessment tasks</li> <li>- Pupil voice</li> <li>- Learning walks</li> <li>- The priorities set out in the history action plan are monitored and the targets set are reported upon to ensure the desired impact upon our pupils is achieved.</li> <li>- Moderation staff meetings where books are scrutinised and there is the opportunity for a dialogue between teachers to discuss the impact of our history curriculum.</li> </ul> <p>All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.</p>