Gravel Hill Primary School

History

Intent

At Gravel Hill we believe that history plays an essential role in children's understanding of Britain's past and our links to the wider world.

We deliver history lessons which inspire children to want to know more about the past and to think and act as historians. Through each historic period, children will have the opportunity to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and be able to communicate historically.

When children leave Gravel Hill, they will have an excellent knowledge and understanding of a range of historical periods. They will have explored the ability to reflect, debate, discuss and evaluate the past by questioning and using historical evidence. As well as taking these ideas and being able to communicate them confidently to a range of audiences.

Implementation

We follow The Early Years Framework and The National Curriculum. It is built progressively to ensure small steps secures pupils' learning. Our history curriculum is taught through an enquiry-based approach. Key questions are used to develop knowledge and skills, whilst embedding rich opportunities to improve communication and language skills.

Medium term plans set out the sequence of learning, linked with skills and knowledge organisers stating explicitly what the children must know.

Historical Concepts

The following historical concepts are focused on developing the skills necessary for children to be able to engage with the social, political and economic changes of the world around them. We will create opportunities for them to explore their attitudes towards history and how it has an impact on society in the modern world.

Concept	Explanation
Power	Power is about who makes decisions and who has influence over others. In history, we learn about politics, governance, and monarchy, which help people rule countries and communities. We also study religion, belief and worship, as these can shape how people live and what they think is important. Power can be found in hierarchies, where some people have more responsibility or authority than others. Understanding power helps us learn how societies were organised in the past.
Conflict	Conflict is about disagreements and struggles between people, groups, or countries. In history, we learn about invasion, when one group enters another place by force, and war, when countries or groups fight each other. We also study uprising and unrest, which happen when people are unhappy and protest or rebel against those in power. Understanding conflict helps us learn why disputes happened, how they affected people's lives, and what changes they brought about.
Significant People	Significant People are individuals who have made an important difference in history. They may have been leaders, explorers, inventors, activists, artists, or ordinary people who achieved extraordinary things. By studying significant people, we can learn how their actions, ideas, and

	achievements helped shape the world and influenced the lives of others. Understanding significant people helps us see how one person can make a lasting impact on history.
Innovation and technology	Innovation and Technology are about new ideas and ways of doing things that help people solve problems and improve their lives. In history, we learn about inventions, knowledge, discoveries and learning that changed the way people lived and worked. We also study buildings and tools/machines, which helped societies grow and develop. Weapons and structures can show how people protected themselves, built communities, and adapted to new challenges. Understanding innovation and technology helps us see how people's ideas have shaped the world over time.
Travel, Exploration, Movement and Trade	Travel, Exploration, Movement and Trade are about how people travelled, discovered new places, moved from one area to another, and exchanged goods. In history, we learn about travel and exploration, which helped people learn more about the world. We also study movement, where people moved to new places to live, work, or stay safe. Trade is when people buy, sell, or swap goods with others. Understanding travel, exploration, movement and trade helps us see how people, ideas, and goods connected different parts of the world.
Everyday Life and Culture	Everyday Life and Culture is about how people lived in the past. In history, we learn about the food people ate and how farming helped them grow crops and raise animals. We also study education, which shows how children learned, and traditions, which are special customs and celebrations. Clothing and homes help us understand what daily life was like for different people. Understanding everyday life and culture helps us learn how people lived, worked, and spent their time in the past.

EYFS

Communication and language and developing children's spoken language underpins their development and understanding the world: past and present.

The main concepts that the children are introduced to are:

- There was a past: we talk about 'then and now'
- Life in the past was different to the present but it is still recognisable in many respects
- Using clues from the past to help work out what it was like

Fictional stories and rhymes are used to develop the idea of a time that is now past. Hands–on activities develop the idea of evidence.

Children begin by thinking about themselves, looking at images of themselves before moving on to look at two or more generations. The focus is not solely on sequencing stages of development and talking about things that have happened in the past but also answering the question 'How do I know?'

To develop the concept of past and present further, children are exposed to a wide range of nursery rhymes and vocabulary to describe the past. Children begin to learn that there was a time that was called the past, which was very different to the present.

Continuous Provision-

- display of learning journey during the year.
- Past and present strands across EYFS.

Provision Enhancements

- Nursery - explored the work of Piet Mondrian (discussed the artist is from the past)
- EYFS -timeline of stories/fables/nursery rhymes
- Talk about lives of people around them and their roles in society - currently (Summer 2) photos of reception children as babies and toddlers and now.
- Talk about the past tense in conversation (building vocabulary)

Unit / Topic Vocabulary and Transferable Vocabulary

Historical vocabulary, specific to each topic, has been carefully selected to complement the knowledge and skills that we want our children to acquire. Knowledge and skills organisers clearly state the knowledge and skills teachers must teach in each unit. Children use knowledge organisers at the start of each lesson, alongside the linking document that is referred to each lesson to establish links to prior learning.

Literature /Key texts

Across the key stages core texts are carefully selected in order for the children to immerse themselves within the historical topic. This enhances pupil's vocabulary and allows them either to gain prior knowledge of a topic or to apply historical vocabulary and knowledge across the curriculum linking with Literacy/ Guided reading.

SMSC and Developing the Whole Child

Promoting British Values and children's moral, social, emotional and cultural development, as well as adding to pupils' understanding of diversity is a key element of history. For example, selecting the nurses Florence Nightingale and Mary Seacole as significant individuals to study provide rich opportunities for children to both develop empathy, and their understanding of how the nurses' different backgrounds affected the opportunities that were available to them.

Impact

Assessment within History

Assessment for Learning

Children are given the opportunity at the beginning of each topic to retrieve previously taught knowledge that will potentially link to this new topic, therefore deepening their understanding.

The Learning intentions are focused on what the children are going to learn, rather than the task and the success criteria is linked to the key questions and the new learning for that lesson. Class discussions, whiteboard work and live feedback take place during all lessons so feedback is a continual process.

Assessing Pupils' Understanding

Assessment within topics is used to identify how well pupils know and remember the most important content.

At the end of each topic the children will be given the opportunity to complete an activity to assess their ability and learning. For example, the children will be involved in a class debate in which they are given the opportunity to express their views and opinions on a given question related to the topic. This allows them to independently explore and showcase what they have learnt. Other examples of end of topic assessment include: quizzes, presentation, news reports, articles, leaflets, annotated timelines and diagrams, story maps, picture matching activity and role play.

Adaptive Teaching

Explicit instruction *Teacher led approaches with a focus on clear explanations, modelling and frequent checks for understanding.*	● I do, We do, You do ● Whiteboard work ● Teaching vocabulary explicitly either before or during the lesson (including pre-teaching) ● Provide overlearning and interleaved learning opportunities, through prior learning. ● Provide practical and visual activities in that order as pupils' progress.
Cognitive load and Metacognition *Plan opportunities for students to plan, monitor and evaluate their own learning.*	● Talk Partners ● Visuals to support verbal information e.g. sequencing pictures, visual representations ● Visual task management boards ● Thinking frames ● Additional verbal processing time ● Use of visual timers ● Chunking instructions into small parts and giving them step by step
Scaffolding *Provide a supportive tool or resource. This should be reduced throughout the lesson, week or term.*	● Vocabulary/word mats ● Provide individual sheets rather than one-between-two ● Sentence stems ● Cloze procedure ● Writing frames
Flexible Grouping *Allocate groups temporarily based on the current level of mastery/understanding.*	● Groupings within the class ● Groupings throughout the lesson e.g. children moving seats based on AfL and working with an adult ● Focus groups ● Seating individual pupils in specific spaces in the classroom ● Use of reading buddies
Use of Technology *Technology used by students or teachers to help practise/record learning.*	● Chrome books used by some children to record their work ● Children completing their own research to expand current knowledge or answer questions they have raised ● Use of talking tins or dictaphones ● Use of iPads in class to take photos and enlarge information