



Subject Rationale - History

Our vision for History

At Abram Bryn Gates Primary School, we value History. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. History 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.

The content of our Curriculum

We use the Collins scheme of work to support the National Curriculum whereby learning is facilitated through pupils pursuing a key question led enquiry approach, which encourages them to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. The scheme allows for a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. The History Curriculum has also been adapted to accommodate important local historical links. This approach is reflected in all of our planning. Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety (NC) we ask insightful questions about them, which in turn support pupils to delve deeply in aspects of historical topics both at a local, national and international level.

In the EYFS children ...

In Key Stage 1 our expectations enable pupils to establish and begin to apply the principles of working as a historian and in particular to:

- use everyday language related to time,
- order and sequence events,
- describe main story setting, events and characters,
- talk about past and present events in their own lives and the lives of family members,
- develop an awareness of the past,
- use common words and phrases related to the passing of time,
- fit people and events into simple and chronological time line,
- use basic subject vocabulary,
- ask and answer question and understand some of the ways in which historians find out about the past,

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- use simple sources of evidence (written sources, visual sources and computers) to identify and describe historical information,
- record the growing knowledge of the subject in different way,
- question why things happen and offer reasons,
- be aware of similarities and differences between themselves and others, families, communities, traditions and ways of life at different times,
- identify describe and offer basic reasons for why people did things in the past and what happened as a result,
- make simple observations and make simple historical accounts related to people and events that they have studied,
- achieve the following subject outcomes in History which are reflected in the relevant performance descriptors for pupils at Abram Bryn Gates for the end of Key Stage 1:

- Recognise
- Identify
- Describe
- Observe
- Select
- Categorise
- Classify
- Sequence
- Connect
- Compare and contrast
- Recall
- Reason

In **Key Stage 2** our expectations of pupil outcomes build on what has already been achieved at EYFS and Key Stage 1 and in particular we encourage pupils to:

- Continue to develop a sense of chronology and a secure knowledge of history;
 - Identify connections, contrasts and historical trends over time in relation to the people and events that they investigate;
 - Use an increasingly sophisticated and specialised subject vocabulary and use of historical terms;
 - Begin to suggest and devise their own lines of historical investigation in addition to pursuing lines of enquiry which have been planned for them;
 - Understand how knowledge of the past is constructed from a range of sources and that such sources may not be entirely objective or trustworthy;
 - Select and organise information from historical sources;
 - Understand that different versions of the past may exist and provide explanations for why this may be the case;
 - Describe and make links between events within and across different historical periods;
 - Explain why some people and events in the past may be considered more historically significant than others.
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- In Years 3 and 4 we focus on pupils being able to master the skill of distinguishing between providing basic reasons for historical events and changes they have studied and demonstrating understanding through reaching explanations by synthesising evidence from an increasingly wide range of historical sources. At the same time we expect greater development in language from our pupils and we plan accordingly for the use of more specialised subject vocabulary and terms. In particular we aim to achieve the following subject outcomes in History which are reflected in the relevant Performance Descriptors for pupils at our school for the end of Lower Key Stage 2:
 - Summarise
 - Synthesise
 - Construct informed responses

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- Interpret and explain
 - Demonstrate understanding
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- At Upper Key Stage 2 our expectations in History are that pupils will more regularly and consistently apply information that they have learned from one context to another, make links and identify patterns in their historical learning and to recognise and understand the contested nature of historical evidence. We challenge them to reach conclusions and make judgements about historical events and changes and to evaluate and critique evidence and to generate questions of their own. In particular our aim is to achieve the following outcomes in Years 5 and 6 which are reflected in the relevant **Performance Descriptors** for pupils at our school for the end of **Upper Key Stage 2**:
 - Empathise
 - Reach Informed Conclusions
 - Make reasoned Judgements
 - Reflect
 - Justify
 - Apply
 - Evaluate
 - Critique
 - Hypothesise – devise historically valid enquiry questions

Our overarching concepts are: Knowledge and understanding of events, people and changes in the past, chronology, historical enquiry, historical interpretation and contrasting arguments, development of subject specific vocabulary.

Progression of skills and knowledge

Our curriculum has a strong focus on developing children's skills, knowledge and vocabulary by building on their prior learning.

Inclusion

History forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of History and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, to enable all pupils to make good and sustained progress in History including those with special educational needs, those with disabilities and those identified as Able Gifted and Talented for one reason or another; and those with English as an additional language. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

Opportunities & Resources

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Learning from the past is one of the most important things we can do for the future. Encouraging children to understand their own local heritage as well as delving into the unique and diverse histories of other countries opens their eyes to our changing world.

Across the key stages potential opportunities are:

EYFS	KS1	LKS2	UKS2
History of Bamfurlong walk: Canal, Buildings, Homes	Local visits: Leigh Spinners Mill War Memorial	City visits: Roman Chester York	Museum visit Local visits

Assessment

In History, assessments will be made over time based on evidence of a range of activities across the strand that are taught over a period of time. The nature of assessment will vary from formative to summative assessments, through observation, discussions and evidence of written tasks - including the progression of skills, knowledge and vocabulary. Teachers will also assess the children against the progression document using the following judgements: emerging; emerging +; developing; developing +; secure and secure +, and will record such judgements using the Insight tracking system.

Monitoring

Following an action plan being completed, the History lead will work to carry out the tasks; auditing, pupil voice, teacher feedback and observations of Geography sessions and surgery days. The feedback will then be shared with colleagues, including what is working well, areas to consider and next steps – this will then be reviewed and will feed into the following academic year's action plan. Our aim is to deliver Quality First Teaching across the curriculum and to achieve this effectively, Training for staff will be available as a result of monitoring and identifying areas for development. An example of this would be when staff access CPD from other History leaders from other settings.