

CARE-LEARN-THRIVE

History

at

Winscombe Primary School



History at Winscombe

At Winscombe, we view History not only as simple facts and dates, but encourage our pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive. History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops. We hope that the information explains how we approach the teaching of History at Winscombe School, and how you as a parent can best support your child's learning in this area of the curriculum. We also hope that by reading this information you will understand how ambitious we are for your child, how we want to see them achieve in all areas during their time at Winscombe, and how we want them to fully enjoy all aspects of their learning, through our Curriculum.

What History looks like at Winscombe





How we teach History

When teaching History we are helping to develop and equip the children with the skills to think and act like historians. We support the children to:

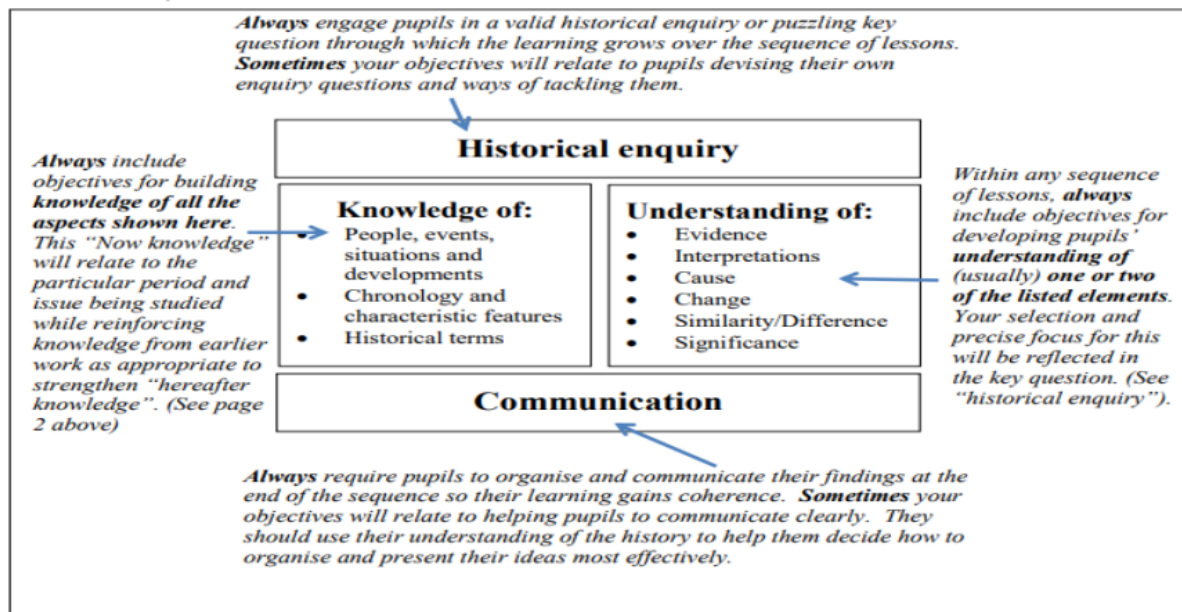
- ✓ Develop a sense of chronology and curiosity about the past, understanding that it can be interpreted differently.

- ✓ Explore and question significant events and figures from British History and to identify and appreciate how elements have changed over time.
- ✓ Investigate and respond critically to significant events and to communicate how they have influenced or affected society.
- ✓ Develop skills of enquiry, investigation, analysis, evaluation and presentation.
- ✓ Explore, question and reflect on their understanding of society and their place in it.
- ✓ Understand how British Values have been influenced from past events and individuals, which have formed the British Values of today.
- ✓ Explore and understanding how events in the past have influenced our lives today.
- ✓ Respect historical evidence.

At Winscombe, we want History to feel real. We ensure that children will make a class visit to a site of significant historical importance every year.

We have regular visits from a Roman Centurions, Captain Whitebeard, an adventurous archaeologist, an eye-witness to the Great Fire of London. Roleplay brings history to life and links clearly to our whole school curriculum topics. On top of this, we place an emphasis on using the locality to help deliver many aspects of the History curriculum. Whether this is a trip to Cheddar Caves, The Strawberry Line or even the seaside, we ensure that history is taught and delivered by using the abundant resources we have at our fingertips.

The image below details the approach to History topics at Winscombe School, found in all of the Long Term plans. From this enquiry based question, medium term plans identify the essential knowledge needed and how children can demonstrate an understanding of this. The class teacher will then generate short term plans that provide additional information on the sequencing of learning required to ensure children are exposed to this process and are able to complete a task to demonstrate their understanding.



History in Early Years and Key Stage 1

In Early Years, they also undertake Whole School Curriculum topic approach, tailoring aspects of this to suit the needs of their learners. Under the 'Understanding of the World' ELG, much of the history content is explored, by studying people and their communities and the wider world. This is the beginning of basic historical enquiry, being able to compare and study primary and secondary resources. In KS1, we follow the National Curriculum content and we ensure that all children are exposed to the content, with a mix of overview and depth studies.

- ✓ changes within living memory
- ✓ events beyond living memory that are significant nationally or globally
- ✓ the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- ✓ significant historical events, people and places in their own locality

Our planning uses a mixture of teacher based planning and schemes of work taken from Twinkl. We also explore aspects of history through art. We ensure children are exposed to a broad variety of famous artists from across history,

with lessons looking to place them on timelines and begin to make historical links to changes to art and styles over time.



History in Key Stage Two

In KS2, we ensure that all children are exposed to the content below, with a mix of overview and depth studies.

Changes in Britain from the Stone Age to the Iron Age

The Roman Empire and its impact on Britain

Britain's settlement by Anglo Saxons and Scots □ Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066

A local history study – an in-depth study of Victorian Britain looking at the railways including The Strawberry Line and Brunel.

Our planning uses a mixture of teacher based planning and schemes of work taken from Twinkl . We also explore aspects of history through art. We ensure children are exposed to a broad variety of famous artists from across history, with lessons looking to place them on timelines and begin to make historical links to changes to art and styles over time.

How we make History exciting and motivating for our children

History holds an important place within the curriculum planning and delivery and we are always looking for new and engaging ways to deliver the subject to our learners. As mentioned previously, we ensure that the children are able to access high quality educational visits to important historical sites and we arrange for many special visitors to attend school to bring history to life. Access to Chromebooks and iPads ensure historical research using appropriate websites can take place with ease, as well as ensuring our learners are equipped with the right tools to access future learning methods. Our enquiry based approach also

ensures that children are motivated by building self-direction and initiative in the work they undertake. The curriculum co-ordinator also ensures writing outcomes are linked clearly to the history topics, ensuring a breadth and depth of high quality responses are able to be created in all subjects. Work is celebrated on the walls, via Twitter and with the head teacher, as well as within weekly celebration assemblies. Importantly, linking to current research, writing and other outcomes are given a purpose, e.g. to persuade or to advertise or to inform peers, which is not only motivating, but essential in engaging our learners more fully. Another important aspect of our provision is access to high quality texts that allow our learners to access additional information and engage with topics and themes with greater ease. In fact, such is the importance of this, the PTA ensure money is available each term to provide more books and resources for the curriculum.

How we assess History

In History, like all other foundation subjects, we choose to make a summative assessment by selecting specific skills or key knowledge areas from the curriculum and completing an identifiable assessment task, which gives us an indicator of how the children are progressing in that subject. These assessment tasks are created around each new topic and by the subject leader, in collaboration with the curriculum leaders. Verbal feedback, marking and effective questioning also allow opportunities to assess understanding and provide more instantaneous feedback to the pupil.



How we help children who find History difficult

Children who find History difficult are supported in a variety of ways.. Pre-topic teaching mats with key vocabulary are created and shared with identified pupils prior to the learning taking place. These not only contain key vocabulary, but core concepts too. As with all children, first quality teaching from the class

teacher is used as an important tool in ensuring the gap in attainment is lessened. As such, all class teachers operate a 'hug closely' group for children who have been identified as requiring additional support in achieving their learning outcomes. More broadly speaking, common practices applied by our classroom teachers and teaching assistant would be:

- ✓ setting common tasks which are open-ended and can have a variety of responses; as well as giving more time to complete tasks.
- ✓ setting tasks of increasing difficulty. Not all children complete all tasks;
- ✓ providing resources of different complexity depending on the ability of the child;
- ✓ using classroom assistants to support children individually or in groups.

At the point where a child is unable to demonstrate progress in this area, a conversation with the SENDCO would take place. Please see the SEND policy and the schools graduated response forms for further information on when a child requires additional support because there is a significant gap in their learning.

How parents and carers can help

A child's life outside of school can have a huge impact on their ability to retain the knowledge they learn in school. As parents and carers, you are in the best position to encourage our children's natural interest in history. It is to you that they address their first historical questions: "Where did I come from?" and "Was I always here?" These two questions contain the two main meanings of "history": it is the story of people and events, and it is the record of times past. Now is the time to bring out the historical evidence and to share family stories with your child. Birth and adoption certificates, immunization records, first pieces of your child's writing and art, as well as photographs. These all count as historical sources that tell the story of your child and their history, the stories you tell and read to your children, or make up with them, are part of their cultural heritage and reinforce the basic parts of 'history.' Practically, some of the best ways to support your child in history is work alongside them, show enthusiasm and to explore with them. Be active in their learning. Take time to explore

areas of interest. Make use of the resources you have available to you. We are lucky that in our local area we have many significant historical sites: Kings John Hunting Lodge, Cheddar Caves and Gorge, Kings of Wessex ruin and Banwell Castle. Take time to visit these sites and discuss what it is you see and feel when there. Other things you can do:

- ✓ Share family history with your child
- ✓ Read newspapers, magazines, articles and magazines that allow you to make informed judgements of the world.
- ✓ Make globes, maps and encyclopaedias available to your child.
- ✓ Participate in your community – by voting and helping make changes in areas that interest you.

How we celebrate History

We regularly celebrate the success of our learners through our Celebration Assemblies, whereby a historical focus is identified and the children can all celebrate and join in fully with the learning of their peers – as the whole school curriculum we have designed allows this to happen. In class, our walls are a celebration of the work undertaken by our learners. We also look to celebrate history by recognising its importance and instilling this in our learners through acts of remembrance or celebrations, such as Armistice Day. We also celebrate History through our Collective Worship, whereby we regularly recognise and celebrate the importance of key historical figures and events, which are found in detailed termly plans. With permission, we may use the school Twitter account to celebrate the work undertaken in History.