



## Dishforth Airfield Community Primary School

### History: Intent, Implementation, Impact

#### Intent

At Dishforth Airfield we believe that history should form an integral part of the curriculum. We aim to inspire curiosity, encourage debate, pose and answer critical questions and allow children to develop a better understanding of the world in which they live. We want our children to be open minded, enquiring thinkers; history detectives can who examine the past in an engaging and exciting way, exploring how the past impacts the world we live in today and how identities and cultures are shaped within a social, political, cultural and economic background.

We want history to be creative, fun and above all be relevant and meaningful to the children's own lives and experiences. Starting with the children's own personal history we will investigate a range of sources such as pictures, stories, non-fiction texts, objects and artefacts to ask and answer questions about the past. We will encourage our learners to use sources to ask and answers questions, to explore the value and validity of the sources and seek to draw from them a balanced view of the past.

We aim to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery. We encourage the use of cross curricular links, encompassing the use of technology, art and drama as well as allowing opportunities to develop our literacy and mathematical skills.

#### Implementation

##### Aims and Objectives

- to deliver the program of study for Key Stages 1 and 2 of the National Curriculum
- to develop an understanding of chronology and use of appropriate historical language
- to develop a sound understanding of local, national and global events, periods, and societies that they have learnt about
- to encourage children to ask and answer historical questions and use a range of sources to explore themes, periods and societies
- to analyse and question the validity of sources and use this to develop their understanding
- to understand change in social, religious, political and cultural history and how this impacts on people in the past as well as today
- to understand the roles significant individuals have played and the impact they have had
- to foster a love of the subject and become passionate historians who have the skills they need to uncover the past



## **Organisation of Teaching and Learning**

### **Early Years Foundation Stage**

In the Early Years Foundation Stage children are supported in their learning through a range of child initiated and adult directed tasks. Children are encouraged to think, talk about and explore their own personal history, examine past and present event in their own lives and those of family members. Through stories, non- fiction texts as well as other sources, children will be able to learn about significant historical figures and events.

### **Key Stage 1**

Our teaching follows the National Curriculum which sets out that:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about

- Changes within living memory.
- Events beyond living memory that are significant nationally
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

### **Key Stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain Examples

- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

### **Planning**

- Long term plans map out the units to be covered each term, during each Key Stage and class.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills being taught and key vocabulary.
- Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation.
- Each "topic" has a knowledge organiser. This identifies the key knowledge and skills for the topic and can be used as an aide memoir for the students as well as acting a springboard for learning.

### **Structure of a lesson**

- A starter activity to remind pupils of prior learning and encourage children to revisit key facts, use appropriate historical language and develop their working memory as they acquire new subject knowledge
- A hook or engaging lesson opening which inspires the children and places the learning in context
- Introduction of key historical concepts, vocabulary or knowledge with opportunities to talk, explore and share ideas
- Task – independent, pair or group supported by staff as appropriate
- Plenary with opportunity to revisit and reflect on key vocabulary and learning

Through our history lessons we use a metacognitive approach to teaching and learning which includes

- Explicitly teaching metacognitive strategies - activating prior knowledge, independent practice and structured reflection
- Modelling by the staff, verbalising their thinking and scaffolding tasks in relation to design and technology
- Setting an appropriate level of challenge

- Promoting and developing metacognitive talk in the classroom – language development and acquisition
- Explicitly teaching children how to organise and effectively manage their learning

### **Resources**

- Central resources are kept in the stock cupboard
- Different environments – classrooms, outdoor learning spaces and the hall
- There is a dedicated budget for the subject and staff are able to request resources to support, supplement and enhance their delivery of the curriculum
- We have access to Key Stage History for resources including imagines of artefacts and documents
- We have forged relationships with local curators and learning managers so that we can develop our practice using “real” objects and documents

### **Assessment**

In History assessment is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are, or are not understanding and use this to scaffold each segment of the lesson. Target groups will be both planned for and ‘live’, meaning that misconceptions are dealt with immediately and high attaining pupils are challenged appropriately. We have a unique cohort of children as we serve a highly mobile Forces community and we do not assume any prior knowledge. Instead, we assess our pupil’s knowledge and skills and build on them during their time at Dishforth Airfield through our pre and post teaching opportunities

### **Foundation Stage**

- Staff’s ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child’s Learning Journey and the next steps to be taken are identified. Progress is monitored termly.
- Statutory assessments are made on exit of the EYFS.

### **KS1 and KS2**

- Formative assessments are made during history lessons. Practitioners observe, question and evaluate lesson outcomes to further determine progress made and the next steps in learning.
- Assessments are made at the end of each term to monitor children’s knowledge and understanding of concepts taught.
- Assessments are recorded on the history assessment spreadsheets termly.

## **Monitoring**

The Head teacher and history subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of history in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
2. Pupil voice is conducted to ascertain how children feel about their learning.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.

## **Impact**

We want our pupils to know more, remember more and understand more about history and develop both their substantive and disciplinary knowledge. Through providing our pupils with a well-planned, structured curriculum, which excites and challenges, along with tight formative and summative assessment our children will develop the necessary knowledge and skills to become historians. Our expectations are high and through our quality first teaching, supportive monitoring cycles and conversations with pupils and teachers, students at Dishforth Airfield will know more, remember more and understand more about history.