

Barmby on the Marsh Primary School – How do we teach History?

INTENT

At Barmby on the Marsh history education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world following objectives from the National Curriculum 2014. History inspires curiosity about the past of Britain and the wider world. It encourages questioning, critical thinking, the weighing of evidence, perception and judgement. Empathy is key in order to consider the past and the actions of its people.

History teaching at Barmby on the Marsh has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching history in our school are:

- To inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place in it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

At Barmby our aims are:

- To ensure full entitlement and access to high quality education within a broad, balanced and relevant curriculum;
- To identify barriers to learning as early as possible;
- To reach high levels of achievement for all so that children can reach their full potential;

- To meet individual needs through a wide range of provision, providing differentiation that aims to remove any barriers to learning;

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- Wave 1,2,3 interventions;
- Other small group work;
- Class support;
- Bilingual support/access to materials in translation;
- Further differentiation of resources.

Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

IMPLEMENTATION

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught through our Cornerstones curriculum, focusing on knowledge and skills stated in the National Curriculum. At Barmby on the Marsh, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The history curriculum at Barmby on the Marsh is based upon the The National Curriculum in England 2014, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons using our progression of knowledge and skills document alongside the Cornerstones long term plan and IPL document for the current topic (Topics are taught on a two year rolling programme in KS1 and a four year rolling programme in KS2. Gap analysis is regularly carried out by subjects leaders with support from Cornerstones to ensure all objectives are being taught across the Key Stages). The progression document and use of gap analysis ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching History the teachers follow the Cornerstones long term plan to ensure learning is engaging, broad and balanced. History teaching focuses on enabling children to think critically. A variety of teaching approaches are used based on the teacher's judgement.

History provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extended pieces.

At Barmby on the Marsh we provide a variety of opportunities for history learning inside and outside the classroom. Throughout the year we have 'Theme Days' where the children can take part in fun and engaging activities. The activities are linked to the Cornerstones topics and offer the opportunity for children across

the school to work with one another as well as giving the parents the chance to engage with the school and join in with their children's learning.

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At Barmby on the Marsh, the children have had many opportunities to experience history on educational visits.

IMPACT

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

Our history curriculum is high quality, well thought out and is planned to develop progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing the children's understanding of topic linked vocabulary before and after the topic is taught, including making links to previous topic's work.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.

Subject Leadership and Management

The subject leader's role is to empower colleagues to teach history to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.
- Having a knowledge of the quality of history provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.

Monitoring and Evaluation

The quality of teaching and learning is monitored through lesson observations, book scrutinies, internal moderation meetings. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

Partnerships with parents

At Barmby we aim to work in partnership with parents and carers. We do so by giving parents and carers opportunities to play an active and valued role in their child's education. Parents are informed on how they can help child at home. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage 2 is a choice of activity based on our Cornerstones topic.