



History – Intent

Our Vision

"Hope: building for a brighter future"

Through studying history, our children will gain knowledge and understanding of the history of Britain and that of the wider world. They will begin to understand the complex nature of history and things are how they are today because of significant events, people, places and periods of the past. Through consideration of chronology, cause and consequence, and similarity and difference, pupil will become more curious and more critical thinkers.

Curriculum Aims

At North Star, we aim to:

- Equip children with knowledge and understanding of the history of Britain and the world, in a coherent and chronological narrative, including the significance of historical events, people, places and periods.
- Use high quality texts and resources alongside history instruction so children can read and learn about history, being exposed to a wide and rich subject-specific vocabulary
- know and celebrate the local area and our country, while allowing children to learn about the differences between the past and present, and how our country and communities have been shaped by events over time
- have high expectations of the children and encourage deeper thinking

We also want our children to:

- gain and use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity and difference, evidence and significance, and use these to make connections, analyse trends, frame historical questions
- understand methods of historical enquiry, including how evidence can be used to make historical claims and make contrasting arguments
- gain historical perspectives by placing their historical knowledge into different contexts and making connections

Values

Christian: compassion, kindness & respect

Learning: curiosity, ambition, resilience & perseverance

High quality history will inspire in our children a lifelong curiosity and fascination about the world and its past. Through history lessons at North Star, children will develop a respect for the world, and a curiosity about its rich and varied history and the significant people and events who have shaped the world we live in today, both in our local communities and further afield. Further, they will become more compassionate of others, understanding that people and places today are products of people and events from history.



History – Implementation

At North Star, we follow the curriculum structure of CUSP (Curriculum with Unity Schools Partnership), which draws on academic research and incorporates Rosenshine's Principles of Instruction (see Curriculum Policy).

Long-term planning

Our history curriculum has two main elements:

Substantive knowledge – historical facts and vocabulary, e.g. dates and names, but also substantive concepts such as invasion, power and democracy.

Disciplinary knowledge – historical skills, e.g. understanding chronology, cause and consequence, similarity and difference, evidence and significance.

These two elements are taught through the units of study detailed in the National Curriculum:

Key Stage 1

- Changes within living memory
- Events beyond living memory (e.g. Great Fire of London)
- Lives of significant individuals (e.g. Mary Anning)
- Significant historical events, people and places locally (e.g. Henry Blogg)

Key Stage 2

- 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
- The Viking & 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 (e.g. Battle of Britain)
- The achievement of the earliest civilisations (e.g. Ancient Shang or Egypt)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrast with British history (e.g. Mayan civilization)

New content is carefully and logically sequenced so that learning is built in small steps and on solid foundations, including revisiting content within and across academic years. This spaced retrieval of new knowledge and skills helps to embed learning into children's long-term memories.

Recording

Classes in key stage 1 (years 1 and 2) will maintain floor books where evidence of work undertaken is collated for all to see and share. While every child will contribute in every lesson, floor books will contain only a selection of contributions for each lesson. Children in key stage 2 (years 3-6) will have their own exercise book.



Phases of a lesson

History lessons will typically follow a structure of six phases, drawing on Rosenshine's Principles to make our instruction as effective as possible.

- 'Connect' – making connections with prior learning so children can build their learning on solid foundations (daily review)
- 'Explain' – new material (including high-quality vocabulary) is introduced in small steps to support the effectiveness of the working memory and avoid cognitive overload (small steps)
- 'Example' – teaching staff clearly model the application of the learning so children know what to do and how to apply their knowledge (modelling)
- 'Attempt' – teaching staff guide pupils through a further example, using purposeful questioning (questioning) and effective examples to address misconceptions (checking for understanding)
- 'Apply' – purposeful, independent practice reduces the load on the working memory (independent practice) while still achieving a high success rate
- 'Challenge' – all children are given the opportunity to deepen their knowledge and understanding of new content by applying it in a different way

Enrichment

Lessons will be varied: written and practical, inside and outside, on-site and off-site, including school trips and visitors to enhance and enrich children's learning.

Spiritual development

Through history at North Star, we will teach the children different, historical spiritual beliefs from across different parts of the world of their cultures and moments in time. We will also encourage the children to understand their place in time, reflecting on the importance of certain events and how these cause their own chronologies and narratives that have got us to today's world, further understanding that their actions will help to shape tomorrow's world.

Inclusion/support for all

Core curriculum resources are dual-coded (images to support key vocabulary) and can be adapted to meet the needs of different children. These resources also provide tier 2 and 3 vocabulary to be explicitly taught, supporting all learners to access the curriculum. High-quality modelling in line with our pedagogical principles enables all children to see the small steps and elements required to 'think like a historian' and apply their substantive knowledge.

Additionally, use a range of scaffolding strategies to support children, including:

- Technology to support reading and writing
- Alternative means of expressing their knowledge (e.g. verbally or pictorially)
- Sentence starters or writing frames
- Adapted texts
- Chunking instructions
- Word banks or vocabulary on display
- Flexible grouping



History – Impact

Pupils

Discussion, self-marking and peer-marking will help children to understand their own progress in history and their areas for development.

Teachers

Formative assessment is a regular, informal way of checking pupils' understanding and progress, and thereby improve the effectiveness of teaching. This assessment of learning and progress is a part of every interaction a teacher has with a child.

In addition, at the end of each history unit, teachers will complete a foundation assessment document which indicates how children are achieving as well as any key information for the subject leader. Teachers use children's work (from any activity – written work, quizzes, dialogue) to inform future planning and address any further gaps. These all contribute to a bigger picture of how children are retaining the content. Teachers will check for understanding at different points of a lesson and use this information to scaffold and offer further support as required.

Subject leader

North Star's subject leader(s) has first responsibility for monitoring the quality of teaching and learning, and for making and enacting plans to improve the same. They do this in various ways, typically with a specific focus for the monitoring activity:

- **Learning walks/lesson drop ins** – short observations of lessons
- **Book looks** – reviewing a sample of books/work from across the school
- **Collecting pupil voice** – speaking to a cross-section of children about their learning
- **Professional discussions with staff** – formally and informally, through reporting and check-in chats
- **Data collection** – reviewing the foundation assessment documents

The subject leader uses this information to understand areas of strength and areas in need of development, then action-planning and taking steps to improve history provision within our schools. Actions might involve training on how to deliver part(s) of the history curriculum, how to support categories of or individual children (e.g. those with SEN), increasing or improving resources, and organising trips, visitors or other enrichment activities.

The subject leader also reports to governors.

Governors

Federation governors play an important role in receiving reports from subject and school leaders, visiting school to observe the experiences of our children and holding school leaders to account on their school improvement planning and the quality of education in our Federation.

Statutory assessment

There is no statutory assessment of history in primary schools.