

Subject on a page:

History

At Southbroom St James Academy we believe History is: a subject that allows our children to develop an excellent knowledge and understanding of people, events, and contexts from a range of historical periods, concepts and processes.



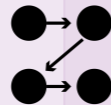
Intent - we aim to...



Enable children to develop a passion for History. Developing a sense of curiosity about the past and their understanding of how and why the past is interpreted in different ways.



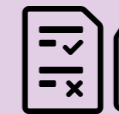
Provide children with opportunities to think, reflect, debate, discuss and evaluate the past, formulating and refining their questions and lines of enquiry.



Children receive carefully sequenced lessons, developing excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.



All children in all year groups are provided with the opportunity to think critically about history and communicate ideas confidently through a mastery approach and a progressive and challenging curriculum.



Children are assessed in a variety of ways to accurate formative judgements can be made.



Develop an inclusive curriculum delivery where all pupils access the same offer to ensure equity of provision and high expectations and outcomes.



Implementation - how do we achieve our aims?



Knowledge

In KS2, we adopt a constructivist paradigm (passive to active) approach towards teaching and learning in history enabling our pupils to learn as young historians and to understand the kind of questions that historians ask of the past. Through enquiry our pupils not only build their substantive knowledge and understanding but become increasingly adept at disciplinary thinking, conceptual understanding and the use of specialised vocabulary and technical terms.

Big Questions

We structure learning in history through big question led enquiries about relevant historical people, places and events. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics in their entirety we will create a very shallow learning experience for our pupils. Consequently, we adopt a policy of immersive learning in history that provides sufficient time and space for our pupils not only to acquire new knowledge and understanding but also to develop their appreciation of the importance of subject concepts.

Enquiry

Through enquiry, our learning and teaching in history is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom.

Scaffolded Learning

We provide scaffolding for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.



Investigation

The termly plans for each historical enquiry highlight both the objectives and anticipated outcomes of the enquiry – the end points of learning. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer in full the question posed at the beginning of the investigation.





Implementation - [continued]

Historical Cultural Capital



Through our curriculum, opportunity is made for regular and high quality historical experience which we recognise as a core element of our pupils' statutory entitlement in history. Our historical cultural capital provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the past. Historical experiences enables pupils to reason, evaluate, critique and hypothesise and to comprehend the questions that historians ask of the past. Experiences and visits involve the investigation of ideas and theories through practical exercises including observation, perceptions, recording, presentation, interpretation and evaluation is therefore fundamental to the study of history and the development of young historians at our school. Consequently, experiences have been incorporated as a core element of historical learning in each phase of learning – Lower Key Stage 2 and Upper Key Stage 2. This provision is important not only in terms of learning and teaching differentiation but also from the perspective of inclusion and cultural capital building.



Knowledge Organisers

We use Knowledge Organisers, used collaboratively by both teachers and pupils during the course of each enquiry to support knowledge building, conceptual understanding and the acquisition of increasingly specialised subject vocabulary and technical terms.



Strong Vocabulary Development

We promote the acquisition of subject specialist vocabulary and technical terms in order for the children to communicate their understanding effectively.



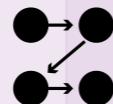
Impact - how will we know we achieved our aims?



Children are engaged and have an enthusiastic attitude towards history in lessons.



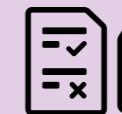
Children know more and remember more resulting in skills which allow them to communicate historically with a secure understanding.



Children's increased understanding of the past and historical concepts allow them to make good progress, with a high percentage achieving intended outcomes.



Children display a range of disciplinary thinking skills and historical techniques that they can take with them into KS3 and their daily lives.



Children's outcomes allow adults to develop an accurate picture of their knowledge and understanding in order to build an emerging picture.



A high number of children achieve the intended outcome in history, and those who find history challenging are enabled to access the curriculum.

'History is not the past but a map of the past, drawn from a particular point of view, to be useful to the modern traveller'

-Henry Glassie-