

Learning from the Past.

How we develop historical understanding and thinking at
Tudor Primary School.

TUDOR PRIMARY SCHOOL

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Intent (What we aim for)

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.' National curriculum (2014)

The study of history is a key element in our thematic curriculum. At Tudor Primary School, we use finding out about past cultures, significant events and the consequences of change as one of the backbone strands within our themes. Historical study of the past is used to ignite interest as well as develop critical thinking skills that are primarily history focused, but applicable in many other areas of learning.

We intend for pupils to learn about key events which have shaped Britain as well as the impact they have had on the rest of the World. We aim for our historians, to ask questions of sources of evidence as well as looking at the cause and consequences of actions. The ultimate goal of this is to develop pupils understanding of their role in the world, while learning from the past.

Implementation (What it looks like in class)

At Tudor, we follow a thematic curriculum, meaning that we try to link as much of the learning to an over-riding theme. This allows historical knowledge around the themes to be embedded and revisited outside of the timetabled history sessions.

Historical elements are present in all our themes which have been mapped out alongside the National Curriculum 2014 objectives.

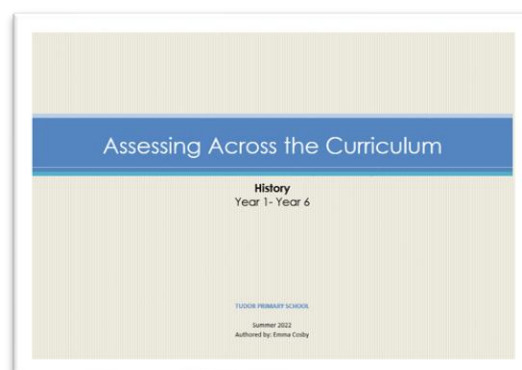
The school is arranged in phases, and each phase works on a two-year cycle, meaning that every pupil has the opportunity to engage with six different themes within the phase. Even though they are working within the context of the same theme as the year group either above or below them, pupils will be given learning opportunities appropriate to their school year level. This ensure there is progress in the key skills for each subject.

Our current thematic cycle includes:

		Key Stage 1 (Year 1 &2)	Lower Key Stage 2 (Year 3 &4)	Upper Key Stage 2 (Year 5 &6)
Cycle A	Autumn	Homes Under the Hammer	Buried Treasure	Raiders and Traders
	Spring	Field to Fork	Crime-Busters	Extreme Environments
	Summer	Seaside Rescue	What a Wonderful World!	Step Back in Time
Cycle B	Autumn	Toy Stories	Is it Right to Fight?	A Whole New World
	Spring	Wings, Wheels and Waves	Up Pompeii	Spaceship Earth
	Summer	Turrets and Tiaras	Tomb Raiders	It's All Greek to Me!

Teachers use a skills-based profile for each year group to ensure that learning opportunities are provided, which allow pupils to progress within age-appropriate expectations. This profile focuses on 3 areas, **Chronological Understanding; Historical Understanding and Concepts and Interpretation**. Skills are able to be revisited throughout the year to increase pupils' proficiency as historians.

Due to the thematic approach, there is not a specific 'history' lesson. Pupils will talk about theme or topic lessons. These may either be a history or geography focus, but this will be made explicit to the pupils as well as being indicated on any documentation for the session (feedback forms, Learning Objectives or digital evidence). Some sessions may be more focused on one discipline than the other, and again this will be recorded.



History in the Early Years

Although history is not a specific discipline in the Early Years, there are historical concepts with the **Understanding the World** area of learning.

Children discuss how they have grown and changed since they were babies. They learn to talk about their family members, personal memories and special celebrations. All of these come from the child led approach we have at Tudor.

The skill of sequencing is key in history, and pupils spend time looking at sequencing events, stories and routines. As well as this, the language of time such as 'before', 'after', 'past', 'now' and 'then' is introduced and modelled by the EYFS team.

Another historical skill which is introduced in the Early Years, is exploring objects- these may not be from a specific historical period or foci but questioning and describing artefacts allow pupils to say what they see and start to link the concept of comparison and change.

History in Key Stage 1

Pupils within Key Stage 1 continue to develop the concepts of old and new as well as starting to look at the similarities and differences between their life and the experiences of people within a specific time period.

Both year groups in the phase follow the same thematic approach, however, the focus and time periods allow the progression of skills.



Teachers use the suite of school documents to support the planning and pitch of their history focused sessions. The National Curriculum objectives for historical study have been tracked to ensure coverage in the Curriculum Overview Document. When staff plan the theme for the term, they use this as well as Assessing Across the Curriculum to ensure not only coverage, but so the progression and pitch of the expectations for each year group.



Within Key Stage 1, to further support the pupils understanding of the historical discipline, generally, the history sessions are taught in a block with pupils being told explicitly the subject they are focusing on. As well as this, the learning objectives are more skills based than outcome focused.

E.g. LO: to order the life of Queen Elizabeth II vs LO: to order significant events chronologically.

The skill is the main learning within the context of the historical subject.

Key Stage 1 Program of Study

		Autumn	Spring	Summer
		Homes Under the Hammer	Field to Fork	Seaside Rescue
CYCLE A	Year 1	* old homes and new homes * changes in the homes- decoration/ appliances etc... * changes in the local area	* old and new machines * old and new foods	* old and new holidays- how is my holiday different to my Grandparents? * Victorian seaside
	Year 2	* changes in houses * change in the local area. * The Great Fire of London specific study.	* tracking changes in technology. * changes in the way we eat food * changes in the types of food.	* focus on comparison with the Victorian Seaside. * specific study on Grace Darling.

		Toy Stories	Wings, Wheels and Waves	Turrets and Tiaras
CYCLE B	Year 1	Toy Stories: * old and new toys * comparing their toys to their families	Wings, Wheels and Waves: * old and new transport * focusing on the airplane and flight.	Turrets and Tiaras: * the use of castles. * the British royal family (especially the current monarch)
	Year 2	* the changing type and materials used in toys. * focusing on the Victorian childhood.	* tracking the changes in transport. * transport changes in the local area. * focused study on the 1966 moon landing.	* the changes in castles over time. * comparing Queen Elizabeth I and II * the 1953 Coronation as a significant event in the UK.

With the use of the bespoke documents, teachers work as a phase to plan in a range of learning opportunities that support the development of the key historical skills that pupils are assessed against to be working as an age-related historian.

Teachers aim to make the learning as hands on as possible, often with theme weeks with outside visitors or visiting historical sites.

History in Key Stage 2

Key Stage 2 is split into two phases; **Lower Key Stage** (Year 3 and Year 4) and **Upper Key Stage 2** (Year 5 and Year 6). As with Key Stage 1, each phase follows the same theme, but again with the progression of skills outlined in 'Assessing Across the Curriculum'.

Through out the Key Stage, the pupils are taken on a journey from the prehistoric settlers in Britain up to the Norman Conquest of 1066. The focused time periods studied follow the

National Curriculum's chronological approach to the formation of the idea of Britain. As well as this, pupils look at ancient civilisations, a study of a specific theme in British history beyond 1066 and elements of local history.

The use of historical sources and the concept of cause and consequence figure heavily in Key Stage 2. As with the earlier years, pupils are taught to consider themselves as historians and to approach their learning in this way.



E.g. rather than just finding out about Skara Brae, pupils would look at the artefacts find and what this tells us about the people that lived there.

Pupils are taught to look at the reliability of sources and the classification of Primary and Secondary sources. This begins in Year 3 and is added to more the further into Key Stage children get.



Upper Key Stage 2 start to consider the concept of propaganda and the idea of bias within evidence. Looking at a range of sources, questioning the intention of the maker, thinking about point of view to help them to interrogate the perception of events.

Teachers may choose to mix the history sessions with elements of geography. For example; mapping the territorial changes in Britain during the Anglo Saxon and Viking era. This would include using map skills as well as historical knowledge. Pupils will be made aware of what element of the subjects they are practising in sessions.



Lower Key Stage 2 Program of Study

	Autumn	Spring	Summer
	Buried Treasure	Crime-Busters	What A Wonderful World!
CYCLE A	Prehistoric Britain. * Stone Age, Bronze Age and Iron Age. * celts and the local tribes.	The Law and Justice from the Magna Carter to the modern day. * founding of the police force	* the opportunity to look at Tudor explorers to the 'New World'
	Is it Right to Fight?	Up Pompeii	Tomb Raiders
CYCLE B	* Events of World War Two – including the role of the commonwealth. * evacuation in the local area. *The Blitz * D-Day and VE Day	* The Roman invasions of Britain * Roman Life in Britain * Boudicca's revolt.	* Ancient Egyptian culture and life. (comparisons to ancient Britain)

Upper Key Stage 2 Program of Study

	Autumn	Spring	Summer
	Raiders and Traders	Extreme Environments	Step Back in Time
CYCLE A	Anglo Saxon Britain The Vikings in Britain 1066 and the 3 kings.	Significant expeditions to extreme areas e.g. Shackleton	Social and cultural changes in post WW2 Britain. Hemel Hempstead the new town Significant local events since WW2 e.g. Buncfield The impact of the Windrush generation
	A Whole New World	Spaceship Earth	All Greek to Me
CYCLE B	The Mayan culture and history.	The history of the study of space. The space race and the role of Britain in space exploration.	Ancient Greek culture and history.

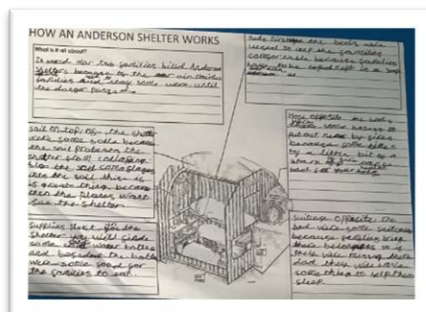
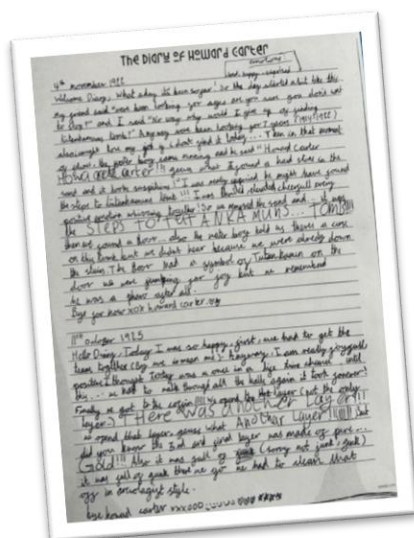
Again, teachers aim to use a wide range of learning experiences to help students engage with the subject matter such as workshops and visits to a range of historical sites.

History in the Curriculum

Within specific history sessions, pupils are taught the skills to be a historian. However, the context of the historical studies are used across the curriculum. At Tudor, we use our themes to help children to become mini experts and this means that the historical knowledge pupils have is further developed and embedded in other areas.

At the start of each theme, phases work together to create a cross-curricular ideas map to generate a bespoke overview where (depending on the theme) there is a historical context for other learning.

E.g. During the theme on Ancient Greeks, pupils could compare the city states and then use that knowledge to persuade a Greek to change cities. Or during the learning around the Great Fire of London, pupils may use the chronological understanding of events to make a news report. How about looking at recounts with diary entries by Howard Carter while looking at the Ancient Egyptians?



History relating to the area being studied is often the focus for the nonfiction texts used in Guided Reading. Immersing the pupils in the facts to allow the history sessions to focus on the skills.

IMPACT (How do we assess?)

Displays

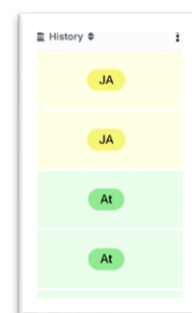
The learning of historical subject matter, is clearly evidenced in the classroom environments. At Tudor, we aim to allow the classrooms to show the learning journey of the pupils throughout the theme, therefore, with the expectation of high quality, child-centred displays the areas of learning are always clearly visible. The displays highlight the breath of historical subject matter that is accessed by pupils and how even in other subject areas the historical 'fact' is clear in the learning.

Data

The assessment of the pupils' abilities to work historically are assessed in the sessions. Here we use a feedback form that is a 'live' document in sessions. Teachers mark pupils work against the learning objective- which is skills based. These (as previously stated) are taken from the progression of skills document 'Assessing Across the Curriculum'. Teachers use the verbal evidence as well as any written evidence to make a judgement as to how many of the skills the pupil is able to carry out. If they are working as expected, we would say they are working at ARE (age related expectations).

This information is added to the school's monitoring system- Sonar at the end of each term. Teachers will decide if they are working Below, Just At, At or Above ARE and input this into the tracking system. If children are working out of year group they will be assessed with support from the Inco and be deemed to be working Significantly Below.

Parents receive an end of year assessment for history as part of the Summer term longer report.



The subject leader uses the data from Sonar, as well as pupil voice, work on display, lesson observations and book looks as part of a suite of evidence to assess the impact of the overall subject. Yearly action plans are drawn up to address any areas to tweak and strengthen the teaching and learning of history at Tudor. The subject leader also monitors the termly overviews to ensure teachers are teaching the correct content and supports them with the general teaching and learning in this subject with professional development sessions as well as supporting in class.

Supporting Inclusion

At Tudor we aim to ensure every child, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. In history we ensure that children with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

- * Using multi-sensory approaches to teaching and learning, including the use of information and communications technology (ICT)
- * Use of visual aids e.g., vocabulary mats, checklists
- * Pre-teaching of key vocabulary
- * Over learning of facts and skills
- * Additional adult support
- * Resources to support individual physical needs
- * Use of learning partners
- * Having a variety of resources and materials accessible to all
- * Tasks and activities being simplified/adjusted as required
- * Alternative ways to record ideas e.g., voice recorders, Clicker, Seesaw
- * Scaffolding of tasks e.g., use of writing frames

For further information please see our SEND report.