

OALC History Overview

Intent:

Communication, language & vocabulary



Books and reading



Experienced-based learning



Knowledge and retaining knowledge



'The more you know about the past, the better prepared you are for the future.'
Theodore Roosevelt

- History is taught at Long Cross to help children gain a knowledge and understanding of Britain and the wider world's past.
- The curriculum will help children gain an understanding of who they are and how the past has shaped their lives and the lives of others throughout the world so that they can develop into responsible global citizens.
- Children will study the local history of Bristol, major events in Britain's past and the legacies of ancient civilisations that have shaped the world in order to understand their place in society.
- It will enable children to 'understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time,' enabling children to become historians.
- The history curriculum will give children the knowledge of local and world history, enabling them to develop the skills of: chronological understanding, a range and depth of historical knowledge, interpretations of history, historical enquiry and organisation and communication.
- It should inspire their curiosity of the past and enable them to 'ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.'

Implement:

Coverage through [subject] curriculum & extra-curricular:

- During history enquiries children in KS1 and 2 are taught for two hours a week.
- Children in the Early Years Foundation Stage learn about different occupations and ways of life as well as remembering significant events in their own experience.
- The history curriculum fully meets the National Curriculum requirements and has been mapped to ensure progress within and between year groups.
- The subject progression overviews enables teachers to build on and revisit prior knowledge and skills as well as linking key historical concepts such as: prejudice and segregation and overcoming adversity.
- Our Black History Month curriculum celebrates the achievements of significant BAME individuals and explores their impact across a range of disciplines.
- The etymology of key historical vocabulary is explicitly taught in order to deepen and enrich their understanding of the concepts and supports their essay based writing.
- Where appropriate, authentic links have been made between history, literacy and geography so children develop an understanding of time and place in the bigger picture.
- Cross-curricular links are made across literacy and other foundation subjects to promote children's ability to make connections and immerse them in the enquiry leading to a love and excitement of learning.
- A termly stimulus day is held at the start of the history enquiry in order to foster an interest of the new term's learning.
- Educational visits and visitors are fundamental to the enquiry and support children to make links and gain hands-on history experience. For example:
 - Bristol Museum
 - Bristol Aerospace Museum
 - MShed
 - Tower of London
 - Skype interview with Westminster Abbey Historian
 - Bus tour of London
 - Bath Spa
 - Local Roman Ruins

Assessment:

- Low-stakes quizzes (which are closely aligned to the Curriculum Progression Ladders) at the start and end of the enquiry are used to check for understanding.
- Weekly retrieval questions are used to inform planning and teaching sequences.
- End of enquiry task to conclude the question.

Monitoring:

- Regular reviews of curriculum documents to ensure they align with each other and fully meet the National Curriculum requirements.
- Staff CPD used to develop subject knowledge (February Regional INSET)
- Enquiry learning walks and book and planning scrutinise.

Impact:

Data (2019/20):

Teacher CPD/monitoring (2019/20):

- Feedback from Autumn MST review found that: 'Children are developing a very strong knowledge of different periods of time.'
- Progression of skills and knowledge is in place and is matched by the learning seen in classrooms and aligns with Curriculum Progression Ladders (knowledge organisers).
- Curriculum leadership and planning has ensured more consistent coverage of history within and between year groups.
- Children are increasingly using historical terminology accurately and are beginning to develop their critical thinking skills.
- Children are enthusiastic about their learning in history.
- High levels of engagement from staff.

Community/families:

- Parental feedback indicates that children enjoy coming to school and have specifically identified enquiries as a motivator.
- Feedback from a historian at Westminster Abbey stated that children were asking perceptive questions and showed a love of historical learning.