Askam Village School – Everybody Matters, Every Moment Counts
Curriculum statement for the teaching and learning of History 2023-2024

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<tr><td>Intent</td><td colspan="4">At Askam Village School, our children are taught about the significance of different historical periods and key historical and influential figures developing an understanding of how these past events have impacted the world they live in today. Through carefully planned, progressive lessons, we endeavour to teach history and historical enquiry within a broad and balanced curriculum, allowing pupils to gain a secure understanding of chronology, in Britain and the wider world. It is our intention to enable children to ask questions about the past and give them the tools with which to find the answers. Children are encouraged to develop a greater understanding and knowledge of how the world, country, county, city and school have changed and progressed throughout time, and where their place is in the history of it. Through the study of historical evidence and through exploring their local area, pupils will develop a deep understanding of the rich History of their own locality. We seek to inspire a curiosity and fascination in children about the history of, not only, the local but also the national and global environment. The history curriculum at Askam enables children to develop knowledge and skills that are transferable to other curriculum areas. History is an investigative subject, which develops understanding of concepts, knowledge and skills. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Askam and also to their further education and beyond. History skills are a major factor in enabling children to be confident, creative and independent learners, it also creates opportunities for all abilities to shine and show their understanding of the subject and it is our intention that children have every opportunity available to allow them to achieve this.</td></tr>
<tr><td rowspan="2">Underpinned by</td><td>The teaching of skills</td><td>The application of skills</td><td>The teaching of knowledge</td><td>Vocabulary</td></tr>
<tr><td>The Early Years Framework and National Curriculum are used to plan and deliver the teaching of History at Askam in a progressive way. We enable children to make connections and revise previous History units taught through the use of discussion and questioning. Using pictures, photographs, film clips (primary and secondary), artefacts, key vocabulary and historical evidence as a starting point, pupils will understand chronology; have an understanding and knowledge of events, people and changes in the past; know how to interpret and investigate information; be able to present, organise and communicate information and ideas.</td><td>Children will understand history as being like a book: with time periods, being the chapters linking in sequence and impacting on the progression of historical concepts. Breadth and depth of knowledge will be built through learning the inner narrative of each chapter. Children will build links across local, national and the wider world. Having studied historical evidence, pupils are encouraged to react to History and use this knowledge to discuss, present, debate, re-enact and write from different historical perspectives. This embeds and consolidates pupils' understanding of History and its impact on society. In the wider, broad and balanced curriculum, pupils are exposed to a range of stories and poems from different historical periods and a range of ethnicities, with the intention of deepening their knowledge of History further.</td><td>Children will develop their knowledge and understanding of History mainly through an enquiry-based approach. Children will be encouraged to ask pertinent questions and learn how to consider evidence in order to build a picture and form conclusions. Children will understand that history can be interpreted in different ways for different reasons and that as historians they may never have the complete answer to a question. History is taught weekly during alternate half terms (alternating with Geography) and the sequence of learning is carefully mapped to ensure that children are not overloaded with information. All lessons are carefully mapped out in a sequential manner to enable children to be able to have an informed discussion about the topic; both within a unit and also at the end. Vocabulary is progressively taught across the school and is often recorded in the children's books. The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children.</td><td>Children will be taught, understand and use a range of appropriate vocabulary associated with History. They will understand the vocabulary. Key vocabulary for different age ranges can be found in the Vocabulary document.</td></tr>
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<tr><td>Implementation</td><td>Curriculum Approach
At Askam to ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. The curriculum provides a broad framework and outlines the skills taught in each year group. Teachers should then plan lessons for their class using our progression of skills document. The Historical skills for each year group are linked to the topics (see history topics overview sheet) that are being studied and links are often made across the wider curriculum. Skills established in history lessons are used throughout the curriculum to support and enhance the learning. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.</td><td>Local Context
There are localities on our doorstep to support our delivery of the History curriculum in an active and engaging way, including Furness Abbey, The Dock Museum, Furness railway, Roman forts and ancient monuments. The school has community links to support the delivery of a meaningful local history curriculum- Askam iron ore, iron and steel works at Barrow with authentic artefacts. Local Fire service – Great Fire of London. We also use the local library service for topic boxes and artefact boxes.</td><td>SMSC
Knowledge of how the history of the world is recorded and why it is important to look at both sides of history. Knowledge of how their local, national and global community was formed. Develop an understanding of how the global community is related through thousands of years of history. Sense of enjoyment and excitement about studying the past and solving the mysteries which it still holds. Develop an understanding of other countries and cultures and develop and a tolerance for those who are different to themselves and celebrate these differences.
During Black history month, the whole school will spend a week looking at/ participating in activities related to Black History.</td></tr>
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	Sharing work Pupils work in history is written in history books and is shared with other pupils and parents during parent's evenings. Children also have a chance to share their work in class displays, Wonderful Work Wednesday assemblies and class assemblies (this may be role-play or things they have made not just written work).	**Questioning** Questions woven through the planning for the units of work allow children to think deeply and logically. Children working towards the learning expectation are supported through careful questioning and peer support. Children are also encouraged to ask their own thought provoking questions and challenge each other in a respectful manner.	**Assessment** Evidence for making judgments is gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities, alongside hot seating, role-play and reproducing replica artefacts. Sequences of lessons have clear objectives, shared with children and reflected upon during the course of their learning. Formative assessment and feedback is mostly live and verbal ensuring all pupils are clear about what they are doing well and what they should work on to become better historians.

Impact	By the end of Key Stage, children are expected to know, apply and understand the matters, skills and processes specified in the subject of History programme of study.			
	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	BREADTH AND DEPTH
	Pupils talk with enthusiasm about History. They show good levels of retention and are able to make links to prior learning.	Pupils can talk about enquiries they have undertaken in history using accurate vocabulary. They are able to talk about recent learning and make links to prior learning.	Pupils demonstrate an understanding of chronology and enquiry skills with increasing confidence. Through their time in school, they increase their skills in thinking and learning like a historian.	Pupils cover the statutory elements of the National Curriculum with aspects of breadth and depth tailored to the specific context of Askam Village School.

Add to ActionPlan??
Historical learning is made significantly more memorable due to our carefully planned trips, educational visitors and workshops.

Impact

The impact of History teaching is assessed in a variety of ways- book monitoring, informal learning walks and studying of learning journeys (EYFS). These are performed by the subject leader to gain an insight of History teaching in practise. In addition to this, the subject leader conducts informal pupil interviews to ensure that learning has been achieved sufficiently and can be recalled when prompted. Through this, it is evident that pupils are excited and curious about History. The class teacher will monitor the progression of each individual child in their class using the Cedars End point and Progression of Knowledge documents. These are then

monitored regularly by the subject lead to ensure consistency. By the end of each key stage most children are either working within or beyond the expected standard for their age in History.

EYFS