

***“A people without the knowledge of their past history, origin and culture is like a tree without roots”.***

**Marcus Garvey**

## Subject Rationale

When teaching History at Mount Street Academy, we aim to provide a curriculum which caters for the needs of all individual children. We aim to engage, inspire and challenge our children's inquisitiveness so that they will have a broader understanding of the world in which they live. We encourage continuous questioning as it helps ignite the children's passion and interest in learning about their past, origin and culture. We believe that History forms an integral part of the curriculum and that we are historians. Our children/historians will develop an awareness of the past through coherent knowledge and understanding. They will learn about significant individuals who have made a difference nationally and internationally. They will also learn about significant historical events within our local area of Lincoln City. They will study changes within living memory as well as events beyond living memory that are nationally and globally significant. Our children will learn within a chronological framework. This starts right at the beginning of EYFS; in nursery they gain an understanding of themselves, which is then consolidated in Reception. It is paramount a child knows themselves first before they can begin to understand the significance of others.

## INTENT

Our History curriculum will include opportunities for our children to:

- Develop historical knowledge throughout their early primary education including knowing key characteristics of the periods taught.
- Develop their understanding of the second order concepts in History, namely: change, continuity, causation, consequence (legacy), similarity, difference and significance.
- Provide a balance of the 'macro' and 'micro' so children can appreciate the big events and periods of History, but also how it impacted on the lives of those who lived at the time.
- Help children develop an over-arching understanding of chronological knowledge, including sequencing periods of History they have studied and using time lines to visualize the 'big picture'.
- Develop their understanding and use of key historical terms (vocabulary) to develop children's research and communication skills.

Children will develop their skills during their time with us using the Early Learning Goals (the 'Understanding the World' statements) and the National Curriculum (KS1 History objectives) frameworks as the foundation of our curriculum design. Learning History begins with focusing on who each child is, in EYFS, and their families. A child must have an awareness of their own history before they can explore history beyond themselves, in the context of the wider community and the ultimately the world. Nurturing an awareness of personal history from the beginning means children are ready to focus on significant people and events in KS1. This will be planned with the support of curriculum maps, medium term planning and discussion between year groups, to

uphold the links in learning made in Year 1 and Year 2. Eventually it will pave the way for learning of historical periods that the children will study further in Key Stage 2.

In our school, we recognize and value the role that History plays in cognitive development in relation to memory. There are many forms of memory that we use in day to day life. For example, you use procedural memory when riding a bike. For History, declarative memory plays a key role, which is a form of long-term memory.

Within declarative memory we have semantic memory, which is the recall of general facts, and episodic memory which stores memories specific to a person. The retrieval of these memories becomes easier the more a person does it. We use retrieval practice when showing our historical knowledge. This is a strategy in which bringing information to mind enhances and boosts learning. Deliberately recalling information, such as historical facts, forces us to put our knowledge on display and examine what we know.

In class, historical facts are first learned and revisited at different points throughout the term's topic. They are then recalled before beginning a new area of learning. The more times facts are revised the easier they are to retain long term and recall for purpose. Through our History curriculum we will ensure that the children's knowledge of significant people and events are revisited and added to as they move through school.

Children will be encouraged to think like an historian. To become a good historian, one must...

- Be curious about the past
- Be able to think 'in the past' to examine why things happened the way they did and how people once understood the world
- Asks questions about sources
- Back up ideas with facts
- Present facts in a manner that is accessible to all

**By the end of KS1, a Mount Street Historian will be able to...**

Know about changes within living memory.

Speak about significant events beyond living memory such as the Great Fire of London.

Discuss the lives of significant individuals in the past who have contributed to national and international achievements.



Recall significant historical events, people and places in their own locality.

Be able to compare aspects of life in different periods.

Read and spell historical vocabulary at a level consistent with their word reading and spelling in English.

## IMPLEMENTATION

At Mount Street Academy, the History curriculum in KS1 is designed to ensure that progression and repetition are being carefully built into the sequences of learning. We respect the age of our children and value the role we have in ensuring they have opportunities to explore varied aspects of History. This is done whilst still establishing that key skills, knowledge and learning are continuously developed.

Long-term plans, for Year 1 and 2 identify when different topics and subjects are taught. The foundation subjects are taught in blocks across the 6 terms that make up the academic year. EYFS have themes that they use to plan each term and also use aspects of 'in the moment planning' to help enhance provision. History can be found throughout the EYFS curriculum such as topics like 'Magical Me' and 'Dinosaur Detectives'.

PowerPoints, books and the internet are primarily used to teach History, for example, the text 'Gracie the Lighthouse Cat' is used as part of our Grace Darling topic. Website links are used to support units of work such as CBeebies or video clips from the History channel. Work is evidenced in topic books which the children use to record their History, geography, RE and science work.

At the beginning of each unit of work, the students will look at an 'Understanding History' board to refresh their subject knowledge. It gives the definition of History and highlights the skills that they will be developing over the year. These skills include creating timelines, using historical vocabulary, asking questions about the past and availing of different sources to find answers.

We are proud to showcase the History work the children have produced. Our History display gives a representation of what History looks like at Mount Street Academy and this is developed over the course of the year.

We incorporate a celebration of History through various Wow Days such as Victorian and Space in Year 1, Dinosaur and Diwali in Reception and projects such as building medieval castles in Year 2.

The majority of the time subjects are taught discretely, however teachers can make horizontal links across subjects. A perfect example of this is how the school acknowledges Remembrance Day: year groups will use a combination of Art and Design, Geography, British values and Literacy, alongside History to mark this very significant day. Below are more examples of how we represent History outside of the core subject:

- Geography e.g. changes in monarchs/ ages and the impact on our locality.
- Art and DT e.g. creating Medieval castles.
- RE e.g. recognizing religious events such as Easter and Diwali.
- Science e.g. space exploration through Neil Armstrong.
- English e.g. writing a letter to Queen Victoria

There are also vertical links across the subject, year on year:

**Chronology-** *EYFS*: Being born, growing up and being part of a family and going to school → *Year 1*: Timeline of Neil Armstrong → *Year 2*: Timeline of Grace Darling

**Range and Depth of Historical Knowledge-** *EYFS:* Looking at the Christmas story and Easter story and its impact on our lives today→ *Year 1:* Looking at Mary Seacole and Florence Nightingale and how they changed the approach of healthcare for the better→ *Year 2:* A comparison of Christopher Columbus and Captain Cook and what doors exploration opened globally.

**Developing Vocabulary-** *EYFS:* Sequencing days of the week with the Hungry Caterpillar and using vocabulary like: calendar, yesterday, earlier, before → *Year 1:* Using different forms of media to portray timelines and using words and phrases like: old, new, then, now and a long time ago→ *Year 2:* Understand and use 'decade' as 10 years, 'century' as 100 years and 'millennium' as 1000 years.

We value the historical landmarks and key learning opportunities which are abundant in Lincoln City. We know that many of our children will not have visited these places or experienced these opportunities. By learning about significant historical events, people and places in their own locality at the end of Year 1, this sets the children up to explore past events that are significant nationally and globally, at the beginning of Year 2. We recognize that it is our responsibility to create moments which enrich our children's knowledge, understanding and passion for History, starting on their doorstep.

With this in mind, we actively plan opportunities for all children to have experiences which broaden their cultural connection such as from outside agencies (the Lincolnshire Life Museum loaning artefacts or visitors doing dance workshops for Diwali) and embarking on trips ourselves. As a city school, we can embark on many historical visits on foot, which means minimal cost or impact on the environment. Such cultural visits include the Castle, the Cathedral, the Usher Gallery, the Collection and the Lincolnshire Life Museum. The children have a wonderful view of the Cathedral every time they come to school which is inspiring and reminds them that history is all around them.

## IMPACT

By implementing all of the above we believe when children leave in Year 2 they will:

- Show confidence in their ability and that they will and can achieve in History.
- Have achieved the objectives relative to their year group.
- Demonstrate a recall of facts in relation to significant people and events, from within and beyond living memory.
- Can explain the importance of past significant persons and events in relation to our lives today.
- Have knowledge of skills such as thread (e.g changes in living memory), chronology, range and depth of historical knowledge, historical enquiry and interpretation and communication and vocabulary specific to the subject area.
- Show a high level of pride in the presentation and understanding of their work.

Assessment:

- The History curriculum map is carefully planned to ensure that children are taught the content of the national curriculum and that the sequence in which it is taught allows progression and revisiting of key knowledge and skills.

- Teachers in KS1 use retrieval practice strategies, such as quizzing and brain dumps to support memory retention and inform judgements as to whether children are making progress and whether they are assimilating old learning with new.
- Opportunities to revisit learning are woven into the sequence of a unit throughout and a 'Big Quiz' will form part of the revisit of multiple topics later in the year. In addition to this, teachers use assessment prompts to check learning at the end of a big term. An example of such a prompt would be “children can recall a significant person from history and explain how their actions made a difference.”

The History Subject Leader has a clear role and overarching responsibility for the progress of all children in History throughout the school. Books checks, learning walks, discussion with teachers and interviewing students provides the overall picture of History across school. This supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and appraisal. The key focus for this is to seek:

- Pupil voice: Children can relay facts learned in History and apply this knowledge to how it affects our lives today.
- Evidence in knowledge: Children know that history has shaped who we are and how we came to be. They understand they are also part of history for future generations to learn about.
- Evidence in skills: By teaching children the skills, as outlined above, we are ensuring that they have the foundation and confidence needed to continue to study and grow a love of learning History.
- Breadth and depth: Teachers ensure that local links, outside agencies and primary and secondary sources, within school, are utilized to deliver an impactful and meaningful History curriculum throughout the time the children are with us.

How data is recorded for foundation subjects is due to be remodeled and will be addressed in the coming year. SEF's for Subject Improvement Plans address different areas of the subject, for example, examining what progress looks like in History. Based on findings; strengths, areas of development and next steps are identified. These then provide the basis for the chosen actions which are then outlined on the action plan, in order for the monitoring and evaluation cycle to continue to see improvement in the subject area.

