

Distington Community School History Statement

Our curriculum is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, create a sense of personal pride in achievement, and provide a purpose and relevance for learning. We provide a creative cross curriculum approach that has clear intent, a carefully designed and monitored implementation and a positive impact that allows children to develop knowledge, understanding and skills in each subject.

As historians, we aim for our children to leave Distington Community school with:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
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We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past.

At DCS, History is taught in year groups weekly, every other half term.

- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.
- In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines.
- In KS1, History will look at significant events and people who have shaped society, locally, nationally and globally.
- In KS2, UK history is taught chronologically to allow children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning by placing previously taught History topics on a timeline.

- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.
- We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.
- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.
- Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.
- Cross-curricular links are planned for, where possible, to make learning more purposeful and relevant.

Progression of skills across the year groups –

By the end of the EYFS, children will be able to:

- Begin to make sense of their own life-story and family's history. Show interest in different occupations.
- Name and describe people who are familiar to them Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

By the end of Year 1, children will be able to:

- Explain how they have changed since they were born.
- Begin to suggest why something might be different.
- Ask and answer simple questions about old and new, using phrases like: old, new, a long time ago, now, then, yesterday.
- Spot old and new things in pictures.
- Give examples of things that were different when my grandparents were children
- Sequence some (2-3) events or related objects in order of time

By the end of Year 2, children will be able to:

- Recount the life of someone famous in Britain who lived in the past; explaining what they did earlier and what they did later in their life.
- Use a range of sources, including books, pictures, eye-witness accounts and objects to find out information about the past.
- Discuss changes in my own life over time.
- Put 3-4 people, events or objects in chronological order using a given scale.
- Explain how some people have helped us to have better lives.

By the end of Year 3, children will be able to:

Chronological Awareness

- Place periods of time, or events, on a timeline, and begin to compare these to topics previously studied.
- Use dates and terms related to current units and the passing of time (e.g. century, decade)
- Sequence 5-6 events or artefacts chronologically.
- Begin to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.

Historical Knowledge and Interpretation

- Use evidence and sources to find out about, and describe, houses and settlements, culture and the way of life, people's beliefs and attitudes and the differences between the rich and poor.
- Compare aspects of study to life today.
- Distinguish between different sources – comparing different versions of the same story.
- Begin to make connections between historical periods studied.
- Identify connections and cause and effect in historical periods studied.

Historical Enquiry

- Begin to identify and discuss the difference between facts and opinion.
- Use a range of sources to find out about different time periods.
- Observe the smaller details – artefacts, pictures, provenance of sources.
- Select and record relevant information.
- Further my own learning through research – books, the internet.
- Ask and answer simple, historically valid questions.

Organisation and Communication:

- Communicate knowledge and understanding through discussion, pictures, drama and role play, making models, writing and ICT.
- Begin to construct my own responses that involve thoughtful selection and organisation of relevant historical information with support.
- Use historically accurate terms when discussing the passing of time.

By the end of Year 4, children will be able to:

Chronological Understanding

- Understand how timelines are divided into BC and AD.
- Name and place dates of significant events within periods on a timeline.
- To use more complex words, phrases and vocabulary (e.g. ancient civilisations) which denotes the periods of time being studied.
- Discuss links between current topics and those previously studied.

Historical Knowledge and Interpretation

- Give historically valid reasons for the differences in ideas, beliefs and attitudes of past cultures using evidence of what I have studied.
- Begin to evaluate the usefulness of different sources based on their provenance and begin to explore the concept of propaganda.
- Identify connections within historical periods studied.
- Use books, the internet and own growing historical knowledge to gain a better perspective.

Historical Enquiry

- Use a range of sources/evidence to build up a picture of a past event.
- Choose relevant material to present a picture of one aspect of life in a specific time.
- Ask and answer a variety of historically valid and reasonable questions.
- Understand the difference between primary and secondary sources.

Organisation and Communication:

- Communicate my own knowledge and present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.
- To use dates and subject specific words such as settlement and invader in context and with accuracy.

By the end of Year 5, children will be able to:

Chronological Understanding

- Gain a greater historical perspective by placing my own growing knowledge into different contexts.
- Place the period of time studied on a timeline, comparing where this fits in with the topics previously studied to provide a greater historical perspective.
- Use relevant terms and period labels – e.g. parliament, peasantry, continuity and change, cause and consequence, similarity, difference and significance.
- Make well formed comparisons between different periods of time.
- Establish clear narratives within and across periods studied, including British, local and world history studies.

Historical Knowledge and Interpretation

- Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world – including the study and difference between men and women.
- Give short term cause and consequence of the main events, situations and changes within the period studied.
- Compare different accounts of events from different sources – fact and fiction.
- Offer some reasons for different versions of events.

Historical Enquiry

- Question the reliability of source material and give reasons why something may not be reliable.

- Understand and realise that there is often not one single answer to historical questions and give clear reasons as to why there may be different accounts.
- Understand and evaluate the use of propaganda and bias within evidence and source materials.
- I can use books and the internet for research with increasing confidence, selecting relevant sections of information.

Organisation and Communication:

- Recall, select and organise historical information.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.
- Use key dates and terms/language effectively and accurately.

By the end of Year 6, children will be able to:

Chronological Understanding

- Use timelines to place events, periods and cultural movements from around the world and use these as a reference point.
- Use key timelines to demonstrate changes and development in 1 key area (e.g. culture, technology or religion)
- Use appropriate words and phrases for movements or times of change – e.g. industrial revolution, renaissance, classical period.
- Sequence previously studied topics on a timeline, creating and gaining a greater historical perspective.

Historical Knowledge and Interpretation

- Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same viewpoints or feelings.
- Write other explanations of a past event in terms of cause and effect using evidence to support and illustrate my thinking.
- Confidently use key dates, characters and events relating to the period being studied.
- Link sources and work out how conclusions were arrived at.
- Consider ways of checking the accuracy of interpretations – fact, fiction or opinion.

Historical Enquiry

- I can tell the difference between primary and secondary sources through the provenance.
- Suggest omissions and the means of finding out.
- Bring knowledge gathered from several sources together in a fluent account.
- Answer and devise my own historically valid questions about change, cause, similarity, difference and significance, incorporating reasons and key facts/dates where appropriate.
- Select the most appropriate source materials, using both primary and secondary for a particular task.

Organisation and Communication:

- Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanations, tables, charts, labelled diagrams).
- Create recordings that use and reflect the historical skills I have been taught.
- Make accurate and specific use of key dates and terms.

Inclusive Learning for SEND in History

At DCS, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive a history education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Simplified, dual coded resources are used for additional support within lessons (e.g. vocabulary mats with pictorial support, writing frames, shortened/differentiated texts)
- Targeted adult support during lesson time,
- Carefully planned retrieval activities to reinforce learning through low stakes activities,
- Simplified step-by-step instructions (sometimes with the use of additional resources like talking postcards)
- Carefully planned seating arrangements for tasks that include physical and sensory activities to ensure all children can access learning
- Appropriate scaffolding and differentiation strategies are utilised accordingly to ensure that all lessons are accessible,
- Curriculum content covered is carefully planned and considered so as not to cause distress for any children in the class.

Every teacher at DCS is a teacher of SEND. Our provision is led by the SENDCo's and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.