

## Subject History



**Subject Lead: K. Wakefield**

### Subject Intent: What is History and how do we approach this subject as a school?

At St. Columba Major, we approach History with curiosity and questioning minds, giving pupils the opportunity to explore their responses to a range of Historical knowledge and understanding. Pupils consider the attitudes of people and how these have changed over time and develop skills of reasoning and enquiry to identify how historians know what to believe. Pupils will have opportunities to explore significant people, visit relevant places and talk to experts so that they can further their experiences. Pupils are encouraged to challenge their view of themselves, their community, and the wider world, offering a critical view to explore if what History tells us is true. We endeavour to provide exciting and challenging influences that bring History alive and make links that consolidate and further their understanding throughout the journey through the past. With every passing year here at St. Columba Major, we want the children to be inspired, enriched and in awe of all there is to find out about what came before and how that impacts on us today.

We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

### Covid Catch-Up Plans

Revisit the long-term planning to identify which areas of the curriculum may have been missed due to Covid.

Discussion with teachers to assess how these aspects may be featured in more detail over the next two years to ensure coverage and understanding.

<p><b>Teaching</b></p> <p>Key vocabulary prioritised including question stems to assist with enquiry. Knowledge Organisers in place Sequences of teaching and learning built for each component (built on prior learning and assessed with an initial activity) Reflective practise building on previous experience. Strong focus on discussion and building language skills.</p>	<p><b>Personalised Learning</b></p> <p>Quality First Teaching Variety of ways of recording outcomes including cross curricular links- eg: Art/Music/Science. Differentiated Learning to meet needs of learners using strategies for SEN grid. Groupings and seating within class</p>	<p><b>Resources</b></p> <p>Books Historical Society subscription Key stage history Use of resources, models and images including artefacts. Visits/ weblinks with key figures of knowledge or experience.</p>	<p><b>Cultural Capital</b></p> <p>First-hand evidence Wide range of visits, including a local sites. History Topic Days Economic awareness developed through:</p> <ul style="list-style-type: none"> <li>- Exploration of how people lived in the past. For example, Cornish Miners.</li> <li>- Promoting empathy for the situations and circumstances people in the past found themselves in.</li> </ul>	<p><b>Assessment</b></p> <p>Formative assessments by all adults in all lessons to reframe learning (if required) Marking of learning Initial Tasks Summative assessments on end of term subject grids (R-A-G) to reflect attainment of the class as an overview and to identify gaps.</p>
<p><b>Inclusion - SEND</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Differentiated learning IEP Targets</p> <p>SEND document – support pupils to access history</p>	<p><b>Curriculum Scope and Progression</b></p> <p>Exceeds the requirement of the NC through:</p> <ul style="list-style-type: none"> <li>- Opportunity for enquiry</li> <li>- First hand experiences</li> <li>- Creative planning</li> </ul> <p>Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning</p>	<p><b>Working as a Historian</b></p> <ul style="list-style-type: none"> <li>-Collect and evaluate information</li> <li>-Identify primary and secondary sources</li> <li>-Ask and answer questions about Historical events.</li> <li>-Analyse written records, images and evidence.</li> <li>-Develop curiosity</li> <li>-Linking to what they already know.</li> </ul>	<p><b>Monitoring</b></p> <p>O-Track – formative and summative assessments Book Looks Learning Walks Pupil conferencing Analysis of KIRFS Monitoring of units written in Knowledge Organisers.</p>	<p><b>Outcomes (Spring half term)</b></p> <p>Reflections on units taught so far and success in each class in understanding through assessment.</p> <p>Pupils enjoy learning in History and can articulate their learning. Pupils understand that History is about the past and what we can learn from it.</p> <p>From monitoring and pupil conferencing, standards are judged.</p>
<p><b>Disadvantaged Pupils</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required School-Led Tutoring (Covid Catch Up Plan)</p>	<p><b>Transition</b></p> <p>Information and data sharing with class teachers Links with secondary school to share information</p>	<p><b>CPD</b></p> <p>History Leaders – termly meetings with Kernow Learning History leads.</p> <p>Led History Leads meeting with Andy Brumby before lockdown. (2019)</p>	<p><b>Strengths</b></p> <p>High impact activities including trips, visits from key experts and creative teaching strategies. Development of questioning focuses throughout the school to assist with enquiry. Long Term planning building on knowledge, understanding and key experiences.</p>	<p><b>Next Steps</b></p> <p>Assessment of outcomes across the school. Identification of areas of weakness. Gathering and analysis of photographic evidence across the school including displays.</p>

