

History at Robert Shaw

Our History vision:

For all children to develop a sense of fascination and curiosity for history, with a desire to learn more about the past and how it has shaped the present in Britain and the wider world. Teachers confidently deliver inspiring lessons which build strong subject knowledge and the progressive development of key history skills and concepts.



Intent

Children will understand history is about enquiry, examining evidence and making deductions from it. They will learn about important events in the past and develop their understanding of chronology. An overview of Britain's past and that of the wider world will be developed, as well as the ability to communicate historically. Children will learn about the lives and achievements of a diverse range of significant people and role they have played in shaping history. We aim to provide quality first hand learning experiences through artefact handling, history days, visits and visitors. We use blended learning in our approach to teaching history in school and at home including lockdown periods. Each history topic has a big question focus.



Summer Term Content

	Big Question
EYFS	How did people live once upon a time?
Year 1	Who makes a difference to our world? (Significant people-Queen Victoria, Queen Elizabeth II and Mary Seacole)
Year 2	How has the history of London affected our country's history? (Significant people-Boudicca, James I, Guy Fawkes, Sir Christopher Wren)
Year 3	Why do people settle in Britain? (Stone Age, Anglo-Saxons & Vikings)
Year 4	How did the Ancient Greeks change the world?
Year 5	Can conflict ever be fair for all? (World War II)
Year 6	How does the past affect how we live today? (Ancient Sumer and the Golden Age of Islam)

History is also taught in some year groups as part of the whole school **Belonging** topic in the Autumn Term-Y3 Clothing Through the Ages, Y4 Suffragette movement and Windrush, Y6 Partition of India



Links with English and Maths

History is a rich stimulus for English work-drama/role play, writing in many genres such as letters and newspaper reports, and reading related quality historical fiction and non-fiction texts.

Visible language within displays to support history vocabulary.

Work on dates in time lines



Retrieval Practice

- Knowledge Organisers to locate and recall timelines, vocabulary, key facts, famous people and events.
- Regular Spaced Retrieval Sessions revisit the history learning from the previous year through activities such as quizzes and discussions.



Progress

Units of work are carefully sequenced. Prior knowledge is put into context and built upon leading to increased local, British and world knowledge.

Historical knowledge, understanding and skills are assessed. Evidence that children are able to articulate their learning using correct historical terminology.



Key Skills to BE a historian

- Asking and answering historical questions.
- Examining and interpreting historical evidence.
- Understanding chronology
- Organising historical information.
- Understanding cause and consequence of events
- Explain similarities and differences, and significance of events.



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Assessment in History

The Robert Shaw History Curriculum Document details the National Curriculum objectives, concepts and skills for each year group.

At Robert Shaw we use a variety of strategies to assess children's understanding of key historical concepts and knowledge, as well as their development of historical skills:

- Observation-such as in whole class and group discussions and participation in activities like role play and hot seating
- Use of historical questioning by teacher-oral responses and explanations given by children checking understanding of prior learning in the review and at other different points in the lesson
- Consideration and discussion of questions the children generate themselves
- Examination of written work- such as time lines, explanations, letters and newspaper reports
- Spaced retrieval activities such as quizzes
- Digital outcomes-PowerPoint or film on Clips