



WESTFIELD PRIMARY SCHOOL

2021-2022

History Subject Report

Subject	History	Date	Last updated July 2022
Report prepared by	H Mulvihill		
Overview of the year: 2021-2022			
<ul style="list-style-type: none"> - Subject lead has taken part in 3 webinars across the year with varying focus' - Subject lead has taken part in a course about 'intent, implement, impact in History' - Organised workshops for various year groups e.g Florence Nightingale, Remembrance Day webinars, Great fire of London, Egyptians day, mystery theme workshops KS2 - Remembrance Day story books for EYFS, Year 1 and 2 - In school workshop days- Egyptians, Stone Age, Romans, Victorians, WW1 - New non-fiction text books for KS2 to link to learning topics - Robin Hood history theme whole school panto - New posters linking to topics for class displays - New topic books for all children to continue expectations of presentation in all subjects 			
Curriculum: Intent, Implementation, Impact			
<u>Intent</u>			
<p>Our aim at Westfield is for children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. In doing so, pupils will be able to use this knowledge in later life, with the necessary skills and knowledge appropriate to their individual needs, including a curiosity and interest in History. All children will be given the opportunity to discover and develop an appreciation for what we have in the present day compared to what people had in the past. Lessons are planned to ensure that current learning is linked to previous learning as set out in the History skills progression document. By the end of Key Stage Two, we hope that children have developed a love of learning and a love of life through our rich History curriculum.</p>			
<ul style="list-style-type: none"> ▶ 1. Children to develop a love of learning for History and learn about the necessary skills and knowledge appropriate to their individual needs. ▶ 2. Increase all children's cultural capital and experiences (including DAP/ SEND) through trips, workshops, theme days etc. ▶ 3. Follow a carefully planned and structured curriculum so there is a clear progression of knowledge, skills, vocabulary and understanding. ▶ 4. Children to understand the timeline of Historical events from the past leading to now as they progress from EYFS to KS2. ▶ 5. Develop an understanding of historical events to be able to link historical contexts when reading e.g Egyptian Cinderella, Stone Age Boy, Street Child, The Boy in Striped Pyjamas. This creates cross curricular opportunities to inform writing, reading which is one of our school SDP priorities. 			
<u>Implementation</u>			
<p>Teaching our History curriculum prepares children for the developing world. History encourages children to ask questions and think critically, with the opportunity to reflect on the past as well as their own identity and challenges of their time.</p>			
<p>Our History curriculum allows opportunities to enhance learning, cultural capital, questioning and curiosity through additional experiences, such as themed diversity weeks, school themed days and workshops (e.g. Egyptian workshop, parliament trip, stone age day, Year 1 and 2 perform workshops, Victorian day etc!). Each year group has access to a range of tailor-made resources to help them plan specific activities that will best promote historical awareness.</p>			

Each class in a year group covers the same topic to ensure continuity. Teaching History through discrete lessons each alternative half term ensures depth in the children's learning so that they know more and remember more. To continue to develop children's love of learning for History, teachers spend time planning cross-curricular links with other subjects through termly topics, as well as during our designated creative curriculum weeks throughout the academic year. To develop the children's love for reading, teachers often choose books relating to historical topics to share with the class. Classes also have books in their reading corners to excite children's love for reading linking with History for example, Florence Nightingale, the Great Fire of London, Secret Garden, Tom's midnight garden etc.

History provides excellent opportunities for more able pupils to excel. Excel challenges are included on planning to enhance the learning of more able pupils through questioning, analysing, investigating and exploring.

Assessment for History is completed through formative and summative assessments. Formative assessment includes in class questioning, pupil conferencing, marking books, quizzes, beginning of lesson what can you remember post it notes etc. Summative assessments are completed throughout the year as an on-going document (new in Dec 2021) so that teachers can easily recognise children that may need more support in class as well as those exceeding. The subject leader talks to pupils through a QA to identify parts of the subjects they enjoy or could be better as well as carries out book looks once a term. The feedback is relayed back to teachers and informs teachers planning/ lessons going forward.

Impact

Pupil voice demonstrates children are fostering enthusiasm and curiosity for History. Children are given many opportunities to develop and explore their questioning and curiosity for these subjects through workshops, trips and creative curriculum links. "Acting out working in a hospital like Florence Nightingale helped me understand the differences between the hospitals then and now. I loved the perform workshop!" Year 2. "We are making Viking houses, we know all about what they look like from our great lesson planned by our teachers!" Year 5. Our Curriculum overview and Rationale Document provide a summary to enable the subject leader to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact. Outcomes in topic books, evidence a broad and balanced History curriculum and demonstrate children's acquisition of identified key knowledge following the skills progression document. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to develop their love of learning and the necessary skills and knowledge appropriate to their individual needs, including a curiosity and interest in History.

Next steps:

- To continue and monitor consistency in planning across year groups within History
- Continue to target specific workshops for History and focus on active involvement for DAP SEND pupils
- Encourage staff to continue to plan History theme days in school led by teachers
- Continue to carry out pupil voice surveys and learning walks each term
- All teachers to continue to use the on-going assessment tracker in History
- Book a perform workshop for all children to take part in

<p>5 Key messages of the year:</p>	<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>
<ul style="list-style-type: none"> • In school theme days create a hook for learning • Children enjoy the books in the book corner and are seen choosing more non-fiction books during free time • Plan to book a perform workshop for all children at Westfield as KS1 enjoyed it so much • Subject lead has taken part in CPD workshops that link to the action plan • Children love for History creates a buzz in the classroom 	<p>Key Questions:</p> <ul style="list-style-type: none"> • How can reading be more effectively embedded within each year groups History topics? • How can we make History more engaging and purposeful for the children? • How can we provide more engaging and inspiring lessons within school?
<p>What is progress like within this subject?</p>	<p>How much funding did you receive this year and what was it spent on?</p>
<p>All teachers follow the skills progression and overview rationales when planning lessons. These have been carefully planned and written by the subject lead to ensure progression from EYFS to Year 6.</p> <p>Teachers discuss the children's 'learning journey' at the beginning of each new topic. The learning journey shows the children previous linked learning, their series of lessons for their current learning and how these lessons will link to their future learning. This is stuck into books so that they can refer back to it during the lessons.</p> <p>Children learn new vocabulary and skills relating to topic knowledge, learning each year through focussed teaching, displays, class discussions, creative curriculum activities and recording outcomes in books/ see saw photographic evidence.</p> <p>Topic words are actively taught by teachers to be used in Writing. Vocabulary is increased and extended as they move into higher year groups. Teachers use the progression of vocabulary sheet to know which vocabulary to teach during each topic. All classes have vocabulary sheets that class teachers share with the children at the beginning of the topic. The new vocabulary is stuck into the children's books when they start a</p>	<p>£1450 for History.</p> <p>KS1 perform workshops - Florence Nightingale, Great Fire of London</p> <p>Year 3- Egyptians workshop</p> <p>KS1 Remembrance Day webinar</p> <p>KS1 Remembrance story books</p> <p>KS2 Non-fiction text books</p> <p>£263 - workbooks £1800- workshops</p>

<p>new topic so that they can refer back to it during the lessons.</p>	
<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<p>Teachers plans cross curricular lessons to link both subjects to Maths and English, as well as:</p> <ul style="list-style-type: none"> • Giving children real-life experiences of historical investigations • Giving opportunities for learning outside the classroom • Having topic related books within the book corner - changing these each term • Class teachers read stories to the children linking to their topics • In school theme days/ hook lessons • Links made to our whole school 5R's during lessons • 'The Westfield way' 	<p><u>Spiritual</u> History supports spiritual development by helping children develop a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p> <p><u>Moral</u> History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p> <p><u>Social</u> History supports social development by exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.</p> <p><u>Cultural</u> History supports cultural development by encouraging children to gain an understanding of and</p>

	<p>empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.</p>
<p>If you could change/ develop one thing in this area what would it be and why?</p>	<p>What will be the three key resources you will be bidding for this year and why?</p>
<p>1. Each Year group to take part in one in school theme day for each Historical related topic</p>	<p>1. Workshops for KS1 and KS2 2. Staff CPD 3. Resources to use during in school theme days e.g cooking materials, art resources, real life artefacts</p>
<p>Subject Web: Why do we teach what we teach?</p> <p>Every child is entitled to a broad and balanced curriculum, which is catered for in our History teaching. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our History curriculum. The children learn the history of different periods of time and cultures, which links to our Learning for Life curriculum, as well as British values. History at Westfield provides opportunities for individuals to acquire knowledge, skills and understanding, promote the spiritual, moral and cultural development of our pupils, as well as prepare pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in these areas of learning.</p> <p>6 key skills:</p> <ol style="list-style-type: none"> 1. Historical knowledge and vocabulary 2. Investigative skills 3. Thinking skills 4. Understanding and explaining changes from the past to now 5. Developing a sense of questioning 6. Be curious about the past <p>How do you ensure every skill is taught within your subject?</p> <p>There is a clear skills progression document and Curriculum Overview and rationale for History that ensures knowledge and understanding required is covered, alongside the necessary skills development.</p> <p>Quality Assurance (recorded in Subject Leader files) provides evidence through book looks, photographs, planning and Seesaw, that children are learning skills and not just the topic knowledge.</p> <p>Pupil voice allows the subject lead to see what they children are enjoying and remembering and allowing them an opportunity to express how else they would like to learn about History in school.</p>	

Topics taught across each year group:

	Autumn	Spring	Summer
R	Understanding the world	Understanding the world	Understanding the world
1	<u>Once upon a time</u> Local history	<u>Dinosaurs</u> Beyond living memory	<u>Kings and Queens</u> Lives of significant people
2	<u>Superheroes</u> Lives of significant people	<u>Around the world</u> Within living memory	<u>Cracking contraptions</u> Local history- London
3	<u>Egyptians</u> Ancient Egypt	<u>James and the giant peach</u> Local study- Woking Palace	<u>Tudors</u> Beyond 1066- Tudors
4	<u>Stone Age</u> Bronze, Stone, Iron Age	<u>What a wonderful world</u> Local study- Explorers	<u>Romans</u> Romans
5	<u>Victorians</u> Victorians	<u>Space</u> Local study- famous astronauts	<u>Island Invasion</u> Anglo Saxons, Vikings
6	<u>WW1</u> WW1 and WW2	<u>Greeks</u> Ancient Greece, Greeks, Mayans	<u>On top of the world</u> Local Study- transport through the ages

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

History Teachers aim to teach the equivalent of 1 hour per week of History which is alternated each half term with Geography. Knowledge and skills taught specifically, ensuring quality not quantity of time is allocated.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

1. Developed historical knowledge and vocabulary
2. Curiosity to learn more
3. Excited about History in their next phase of education and going forward in life - linked to *Learning for Life*
4. Enhanced cultural capital through trips and workshops
5. Aware of the changes in History from the past to now
6. Able to articulate skills used and identify next steps in their learning
7. To have pride in their work, both individually and as part of a team

What does Fast Feedback look like in your subject?

Teachers are encouraged to use the 'I spoke to my teacher' stamp once each half term in History.

History is not an SDP priority

Has there been school training and / or development related to your subject / specific SDP

This shows that the child discussed and worked with their class teacher on that specific activity.

How do you know this has been effective for children's progress?

Quality assurance checks by the Subject Leader.

Pupil Voice

On going assessments

Evidence of children self-correcting their work and editing, if appropriate.

Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.

Independent Work

Verbal feedback given.

Teacher Assisted Work

I spoke with my teacher and ...

objectives? Have you taken part in any individual research?

Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training power points, online courses, research activities.

Subject leader has taken part in

- 3 online History webinars with various focus'
- 1 online History 'Intent, implement, impact' course to help gain more knowledge

What has been the impact of this on the children and staff?

Ideas shared in staff meetings about in school workshop ideas and how to best use the resources we have in school.

Pupil voice and QA

"I like learning about different times in History and comparing it to my life now, it has made me realise I am lucky." KS2

"We have better toys and schools than when my mum was young. I like History because I learn about what it was like for my Nan to go to school". KS1