



## Glebe Guide to

# History

V.20.09.23

Cultural Capital	Enrichment	What we use to support our curriculum delivery?	
<p>Learning in history at Glebe allows children to study events of the past critically and comparatively, while also reinforcing British Values through work on significant events and individuals that have shaped how we live today. They study a wide range of communities and their cultures, from the ancient world to modern events, such as World War Two.</p> <p>Local history studies are undertaken by each year group as we believe it is vital that children understand the area that they live in, the events of the past that have happened and how this has helped to shape industry and culture in the area. They will also be able to investigate Stoke-on Trent's place in the world and how it has shaped the past on a local, national and global level.</p> <p>As a driver for many other subjects, history is interwoven throughout the curriculum and enables children to develop their cultural awareness, competence and knowledge.</p> <p>Linking with aspirations and SMSC, we have visits from previous students of the school through the Glebe alumni (ranging in generations) so children can get a better sense of where their school fits into the past and is an integral part of the community.</p>	<p><b>Educational visits</b> – children will have the opportunity to visit historical sites and museums such as; The Chester Roman Amphitheatre. The Imperial War museum, Think Tank (industrial revolution), The Sudbury museum of childhood, as well as local visits such as; The Cenotaph, Gladstone Pottery Museum.</p> <p><b>Memorable experiences and other enrichment</b> - Each year group will have specific historical focuses, which will be introduced through a memorable experience enrichment opportunity such as; battle re-enactments, food tasting from the past, evacuee experience, pirate dress ups etc. They will also have the opportunity to study other areas of history and celebrate historical events such as BHM etc.</p> <p><b>Historical workshops</b>, themed days and visitors – children have opportunities to take part in history themed days (medieval day, Roman workshop, jubilee celebrations)</p> <p><b>Artefacts boxes</b> – either from school or from local museum schemes, artefacts are available to classes to enrich and engage learners in asking questions and interpreting the past.</p> <p><b>Focus assemblies for historical events</b> – Black History Month, Bonfire night etc.)</p> <p><b>Heritage focus activities and focus week</b> - where children take part in a range of local heritage activities such as: community walks, Stoke on Trent heroes, talking to older generations about change and continuity.</p>	<p>Bespoke curriculum mapped progression of substantive and disciplinary knowledge.</p> <p>Mapped out progression in vocabulary document.</p> <p>Specific themes and historically focused days (Black History Month, Holocaust Memorial Day etc.)</p> <p>This is enhanced with resources available from the historical association and other historical resources, based around enquiry-based learning.</p> <p>Heritage CPD for staff and history lead to work towards heritage schools award.</p>	
<p>Intent - The Why (including the Glebe-ified bits)</p>	<p>Implementation – The How <i>(*including how/when we assess)</i></p>		<p>Impact – The So What</p>
<p>Due to the children's lower level of skills on entry and lack of previous experiences, the EYFS curriculum is mapped out to meet the needs of the children entering our school. Therefore, the</p>	<p><b>Daily</b></p> <p>In EYFS, Understanding the World (UW) will be seen daily for the children to access through continuous provision and daily routines. This will be in the form of talking about past experiences in their own and their</p>		<p>A sense of pride, wonderment and immersion into the subject.</p>

<p>Birth to Three skills are covered in the first term alongside the Three and Four Year Olds skills in FS1. In FS2, the Three and Four Year Olds skills are recovered in Term 1 alongside the Reception skills to ensure all children have access to the curriculum that they require. Teaching of the Early Learning Goals (ELGs) is then the focus in Term 3 in readiness for the Year 1 curriculum.</p> <p>At Glebe Academy, we aim to ensure a stimulating and engaging History curriculum, which sparks children’s natural curiosity of the past, whether that is through local history, world history, specific significant events or important historical individuals. They have a better understanding of their ‘sense of self’ and their community by delving into their own past and comparing it with other’s.</p> <p>Starting from using time related language in EYFS, through to creating time lines from memory in UKS2, chronological understanding is woven through the history curriculum.</p> <p>Throughout the school, history teaching and learning is enriched and enhanced through trips, visits, and quality resources. The children’s understanding of their own past and the past of others, looking to seek the truth of the past, how it has influenced our lives for better or for worse, and how we learn and grow from it.</p> <p>Through enquiry-based learning, they will have opportunities to research, gather evidence and formulate conclusions of events of the past and become confident in articulating their opinions on the ‘why’ when looking at the past. Through this child-centered approach, the children will have the opportunity to develop their own questioning skills, vocabulary and critical thinking skills, helping them to become more effective and engaged historians. This, coupled with enrichment opportunities gives children the chance to feed their curiosity of the past in a stimulating and fun way.</p>	<p>families lives whilst using a variety of materials and resources over the week. Examples- small world play, dolls, hairdressing, role play areas etc.</p> <p><b>Weekly</b></p> <ul style="list-style-type: none"> <li>• In EYFS, Understanding the World will be taught as a guided activity/lesson weekly.</li> <li>• Weekly history lessons that are sequenced and link to many other areas of the curriculum (e.g. geography, art, music, DT, English etc.) Lessons are planned from our progression of knowledge and skills documents.</li> <li>• Formative assessment of history through verbal feedback and reviews during lessons, as well as written marking and feedback as per our marking policy.</li> <li>• History lessons are based around a learning challenge question, which can then be used at the end of a session for self-assessment purposes.</li> <li>• Use of retrieval practices known as ‘sticky learning’ to help children to recall and make connections between key information relating to current area of study and taught units in previous terms and year groups.</li> <li>• Use of talk time, learning conversations etc to review, present and demonstrate knowledge and understanding.</li> </ul> <p><b>Half termly/Termly</b></p> <ul style="list-style-type: none"> <li>• Medium term planning includes full curriculum coverage and allows for progression of substantive and disciplinary to be met.</li> <li>• Key displays collating and celebrating learning and understanding; these include key words and knowledge to embed historical knowledge over time.</li> <li>• In EYFS, Understanding the World skills are assessed termly and tracked on DCPRO. The assessment data is then analysed to ensure all children are making progress. This ensures that if there are areas that need recovering or developing then these can take place with additional activities or resources in future lessons.</li> <li>• Assessment for history starts with the robustness of the curriculum design clearly outlining the key knowledge that the children need to know over the course of a specific unit of study. The planning, teaching and retention of this knowledge is then assessed in a four-stage monitoring process by subject leaders via a sample on a termly basis..</li> <li>• Memorable experience are undertaken in classes to engage children and ‘hook’ them into the experience of the historical study they are completing such as; battle re-enactments, food tasting from the past, evacuee experience, pirate dress ups etc.</li> <li>• Historical enquiry carried out with an open-ended learning and research question. This can be used to assess children’s knowledge and understanding at the end of a topic, or just to give children an opportunity to delve deeper into an area of historical interest. This should be an opportunity for children to ‘showcase’ <b>both</b> their historical knowledge and understanding.</li> </ul>	<p>Children should be able to use a wide of taught vocabulary, which can then be assessed.</p> <p>Enquiry based learning allows for opportunities for further questions and a deeper curiosity.</p> <p>Opportunities for retrieval practice from previous lessons embed learning in history, which is carried forward to later years learning (sticky learning). Children become more adept at demonstrating both knowledge and understanding and to present understanding in different ways (e.g. timelines, diagrams, written explanations etc)</p> <p>Children’s increased understanding of the locality they live in increases their pride and engagement within their community.</p> <p>Exposure to local history and area through visits (cenotaph).</p>
---	--	--

	<ul style="list-style-type: none"><li>● Pupil interviews to assess level of engagement and impact.</li></ul>	
--	--	--