



## Subject Story

### History



#### **Intent**

At Morden we aim to use a holistic approach to our learning through relevant and exciting topics that link to furthering the children's historical understanding.

#### ***The National Curriculum for History states:***

*A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.*

History lessons are skills and knowledge based and enable the children to take part in interactive lessons, become familiar with a range of resources and key vocabulary. Children are given the opportunity to ask questions around their learning and research to help solve their answers. Our history curriculum shows strong cross curricular links with the texts used in English and links with Music, Art and PE to ensure the children's learning is embedded within a topic or theme. Our history curriculum will reflect our culturally rich and diverse school community.

#### **Implementation**

There is a strong focus on historical chronology in our curriculum which enables the children to acquire a deeper understanding of the different time periods in history. All History lessons are well resourced, with each class within the school having access to a range of artefacts and different types of resources. Diversity will be reflected throughout each history topic. Children take part in trips every half term to consolidate their learning and make experiences more memorable for them. Within class time the children are actively encouraged to share their ideas within focused discussion opportunities with the aim of making them more comfortable and confident in using key vocabulary and subject specific words.

#### **Impact**

- Children are assessed on their understanding of a range of skills used within their work and their ability to use new, relevant vocabulary
- Children are curious about different topic work and play an active role in leading their learning through extra research and project work. Many amazing projects are completed as Home learning and children take great pride in presenting these projects at school.

#### **If you were to walk into History lessons at Morden Primary you would see:**

- **Reference back to the unit title page** – at the start of each lesson, focussing attention on the skills to be developed in the proceeding learning activities.
- **Retrieval practice** – giving learners the chance to consolidate previous skills and knowledge.
- **A wide range of historical artefacts/resources being used to engage children and provide greater depth and understanding to a topic** – Each year group has access to a wide range of physical artefacts, computers and books to support their learning. These are used throughout our sessions to ensure interactive and inviting lessons.
- **The use of key vocabulary throughout the school and children taking ownership of their learning** – Children are able to use vocabulary independently and present their findings from each half term in a format that allows them to be creative
- **Relevant trips to extend and engage children within their learning** – Every half term children experience either a trip to encourage their learning and enable them to take

part in a variety of different or a visitor to school to show them a range of resources and opportunities to further their learning of a topic.

## Pupil Voice

Year 5 Pupil: 'Nice to learn about history of other countries like the Shang Dynasty. Important to learn about history so that we don't forget about what happened in the past.'

Year 4 Pupil: 'We have also learnt about history in different lessons like Literacy when we read the book about Oliver Twist.'

Year 3 Pupil: 'I'm proud of my assessment piece of work because it shows what I've been learning.'

Year 1 Pupil: 'Yes, I enjoy learning about King Richard III's secrets, Toys and the Great Fire of London.'

## An example of skills and knowledge progression within our History curriculum

Autumn	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating
Y1 Autumn 2	toys for different families (culture) Gender - toys	<b>Toys</b> Choose and select evidence and say how it can be used to find out about the past.	<b>Toys</b> Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	<b>Toys</b> Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods;	<b>Toys</b> Talk, write and draw about things from the past;
Y2 Autumn 2	<b>Nurturing Nurses</b> Observe and use pictures, photographs and artefacts to find out about the past;  Mary Seacole	<b>Nurturing Nurses</b> Observe or handle evidence to ask simple questions about the past		<b>Nurturing Nurses</b> Identify similarities and differences between ways of life in different periods; Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.	<b>Nurturing Nurses</b> Talk, write and draw about things from the past;
Y3 Autumn 2	<b>Stone Age to Iron Age</b> Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.  Gender roles	<b>Stone Age to Iron Age</b> Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;	<b>Stone Age to Iron Age</b> Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand and describe in some detail the main changes to an aspect in a period in history;	<b>Stone Age to Iron Age</b> Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	<b>Stone Age to Iron Age</b> Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;

## Examples of learning



**Year 3 Roman Shields**



**Year 1 Great fire of London**



**Year 6 Timelines**



**Year 3 Bronze age**



**Year 2 Tudor houses**



**Reception**



**Nursery**

## Successes in 2021-2022

### Identify:

- Staff meeting held to discuss Diversity within our topics-Spring 1 2022
- Action taken – Staff INSET day spent at the London Museum of London, Docklands. Mapped out possible visits to various museums to include in our topic work.

### Develop:

- History was taught on an alternate half term weekly basis across the school calendar and across all year groups.
- Inset day-June 2022 – sorted which resources are needed and where diversity links would be appropriate.
- The assessment format was agreed and completed for each unit of work.

### Embed:

- History deep dive showed that children were able to share their knowledge and skills learnt.
- Book look showed that high quality learning had taken place.

## Priorities for 2022 - 2023

### Identify:

- Whole school opportunities for History will be mapped across school calendar.

### Develop:

- A bank of resources to support diversity coverage will be sourced.
- Lessons to use more artefacts to encourage children's own line of enquiry and long term learning opportunities.
- Trips/visitors will be planned to support and develop learning.

### Embed:

- Monitoring will show that History lessons match lesson plans, which match progression documents.
- Learning objectives to always make skills clear. Learning history through diversity.
- Non-negotiables outlined above (*If you were to walk into a History lesson ...*) are evident in all lessons.
- Children will understand and use History vocabulary appropriate to each unit of work.
- Trips/visitors will take place to support and develop learning.
- Diversity will be included in history lessons reflected in LTP for History.
- End of unit assessment will take place and outcomes inform planning of the next unit.

## Priorities beyond 2023

### Establish:

- Children will discuss their learning with confidence and apply to the world around them.
- Children will be able to explain the skills they are developing in each unit and use their knowledge to apply these independently.
- Children will complete end of unit assessments with confidence, awareness and a growth mind-set.

## Some websites you might find particularly interesting

<http://www.bbc.co.uk/education/>

<http://www.bbc.co.uk/history/forkids>

<http://www.florence-nightingale.co.uk/>

<http://horrible-histories.co.uk/>

<http://www2.merton.gov.uk/leisure/history-heritage/>

<http://www.britishmuseum.org/>