



The 3 I's in History at Oldfield

Intent

At Oldfield Primary School, British History is taught in chronological order to support the children's understanding of chronology.

We use our historical progression skills grids to plan our teaching which are progressive and built on learning carried out in previous year groups.

Our philosophy:

- Children learning through exploration and enquiry.
- Children exploring how people lived; looking for similarities and differences between different historical periods.
- Children learning about the past, thinking about the effect it has had and considering how it shapes the world we live in today.

What a history lesson looks like in our school:

- A variety of activities to provide children with the opportunity to explore what happened in the past, encouraging them to think about why these events happened, and more importantly, what we can learn from them.
- Children working individually, in pairs and groups to develop key historical skills focusing on Britain's chronology, knowledge and understanding, historical interpretation, historical enquiry.
- Pupils organising and communicating their findings in various mediums, such as role play, pictures, creating posters and/or creative writing etc.
- Encouraging children to develop their own questions regarding primary and secondary sources of information.
- Historical topics to provide children with a coherent knowledge of Britain's history and that of the wider world.

Implementation:

This is how it works

- The whole school teaches history during the first half of each of the three terms.
- Different periods of history are taught by each year group so that children can gain a better sense of the chronological relationship between different historical events and periods.
- Lessons are planned with the historical progression skills document as a guide for each year group.
- By the time the children leave Year 6, they will have studied a broad range of topics covering major events and periods in Britain's history and that of the wider world.
- Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.

This is what adults do

- Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of historical skills and knowledge.
- Create a learning environment that stimulates children's interest in the period studied using key enquiry questions, subject specific vocabulary, books, photographs, and other sources.
- Half-termly book scrutiny, pupil voice, teacher voice and learning walks.
- Whole school professional development.
- Opportunities for the wider community to come in and share their experiences.

This is how we support and ensure access for all children

- We use teacher assessment and self-assessment to quickly identify those who may need more help in specific areas.
- Activities may be scaffolded by providing additional resources or more structure to ensure children meet the learning objective and/or a specific skill can be taught.
- By providing visual/practical prompts where relevant.
- Teaching lessons using a range of different techniques e.g., videos, drama, artefacts, texts etc.

This is how we challenge:

- Work may be differentiated to support further challenges for those who need it.
- Opportunities given for pupils to visit our school library to further their interest in a historical topic.
- Encouraging deeper thinking and encouraging pupils to make links to other areas in their learning.
- Celebrating and sharing work that pupils may have created from their own research or visits to places of interest to extend their own interest in the topic.

Impact

This is what you might typically see

- A 'hook' to get the children inspired followed by a way to celebrate or round up their topic.
- Engaged learners.
- Teachers modelling questions to promote curiosity.
- A range of differentiated activities that become progressively more challenging through children's Key Stage.
- Children interpreting and reflecting on historical events making comparisons between different events.
- Children exploring and handling artefacts where possible.
- Recounts of key events.
- Children exploring various sources to help learn about what life was like and why people lived in the way that they did.
- Cross-curricular links are made with History and other curriculum subjects to strengthen the children's understanding of and engagement in the topic.
- Trips or visitors coming into school to provide children with an insight into a particular event or era.

This is how we know how well our children are doing

- Lessons are planned based on historical skills which are specific for each year group.
- Photographic evidence and other sources of evidence of children's learning linked to planned unit objectives and outcomes.
- Displays of work in classrooms and outside areas.
- Using the knowledge and skills document to assess pupils' knowledge and understanding at the end of each unit.
- Regular opportunities for the subject leader to talk to children about their history learning and what they are enjoying in lessons.
- Sharing this feedback with class teachers.

This is the impact of the teaching

- Children who enjoy history and are proud of their work.
- Inquisitive, engaged, and reflective learners.
- Children who can weigh up evidence and form an opinion about events.
- Children who are prepared to share what they have learnt in a variety of ways.
- Children who can gain insight into the chronology of events that have taken place in Britain and the wider world.