



Milefield Primary School
Approach to teaching of
History



Intent

At MFPS our approach to the History curriculum is through discrete lessons underpinned by the HCAT accelerated learning approach to teaching and learning. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain.

This progressive curriculum allows a purposeful way of teaching and learning, enabling us to provide a more meaningful and sequential approach to the schema for History. At MFPS pupils make progress in history through building their knowledge of the past, and of how historians study the past and construct accounts. Teaching supports pupil progress by embedding frameworks of content and concepts that enable pupils to access future material.

Abstract concepts are best learned through meaningful examples and repeated encounters in different contexts. An example of this is 'substantive' concepts. Planned, systematic encounters with substantive concepts in specific and varied contexts support pupils' progress. Many of these concepts feature regularly throughout the study of history in a range of contexts. As a result, they are particularly important to pupils' understanding of new material.

At MFPS, we have collated 4 substantive concepts which are underpinned by second-order concepts, these support teaching and learning within historical contexts. Teachers will cover a range of key concepts during the study of a civilisation or era and these concepts will be revisited in children's later studies to ensure progression in history.

- Religion
- Conquest
- People & Places
- Society Chronological knowledge is embedded throughout the implementation of history at Milefield. Understanding the broad characteristics of historical periods gives context to what pupils learn and increases pupils' familiarity with new material. Securing an overview knowledge of the past supports our children to develop this knowledge into coherent narratives that are more memorable for them. The History Curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners by can easily be adapted for pupils with additional needs.

Implementation

At MFPS, within our curriculum subject drivers, lessons of history will be taught discretely to ensure depth and rigour in historical concepts and context. The History curriculum is rich and varied and provides our pupils with the skills required for life in the 21st Century.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi-sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

Our knowledge organisers support the planning and delivery of lessons to ensure children develop a deep, sequential understanding of specific knowledge and are able to apply these in a range of situations. A gather, skills, apply approach to planning and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations. History at MFPS is delivered through knowledge rich and practical skill-based units of work designed by History and Curriculum Leaders to ensure that all children have the opportunity to study a range of concepts, time periods and applications of History which build upon their prior knowledge and understanding.

Impact

At Milefield Primary, formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching. Through this regular ongoing assessment, tasks are matched to the ability of each child through scaffolds, adult support and providing a level of challenge that is stimulating for pupils and questioning skills.

Alongside formative assessment, Insights is used as a summative assessment to assess foundation subjects. The analysis of data from insights, identifies any gaps or misconceptions to be addressed.

Adaptations

At MFPS our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are carefully considered and adaptations are planned to ensure the success of pupils. The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Cognitive overload can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.


Where pupils are identified with having complex needs it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil. Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. Adaptations to support individual pupils will be recorded on personal school support plans.


At MFPS we do not assume that pupils with SEND learn content better through practical work as this can cause distraction and cognitive overload rather than increase clarity or accessibility. The curriculum is not narrowed for any pupils. Knowledge is taught and then pupils are provided with opportunities for scientific enquiry to test and investigate the knowledge taught. Pupils' specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time is planned in to support need. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.

Example knowledge organiser

HISTORY
AUTUMN TERM
1 YEAR 5
MONARCHY & RELIGION

STRUGGLE TO SETTLE

SIGNIFICANT PERSON:

EDWARD THE CONFESSOR

KEY TEXTS:


HOOK

CURRICULAR OBJECTIVES & KEY KNOWLEDGE:

Week 1: I use dates and terms accurately within and across periods of time. I use key vocabulary of chronology to convey my understanding of the past. I know how to make links between periods of time I have studied.
Knowledge: I know in 410 AD the Roman Army left England and Wales, leaving Britain vulnerable to invasion.
Vocabulary: dates, terms, periods, links, vulnerability, AD (Anno Domini - in the year of our lord).

Week 2: I know how to find out about beliefs, behaviours and characteristics of significant people from the past. I know how to collate knowledge gathered from several sources together in a fluent historical account.
Knowledge: I know in 450 AD, tribes began to invade southern Britain from Germany, Denmark & Netherlands, who came to settle in Britain. I know Anglo-Saxons were ruled by warriors who split the country into seven different kingdoms called Northumbria, Mercia, East Angles, Essex, Wessex, Sussex and Kent. I know Anglo-Saxons were Pagans but converted to Christianity.
Vocabulary: beliefs, behaviours, accounts, warlords, kingdoms, Pagans, Christianity.

Week 3: I know how to find out about beliefs, behaviours and characteristics of significant people from the past. I know how to collate knowledge gathered from several sources together in a fluent historical account. I know how to recognise primary and secondary sources.
Knowledge: I know Vikings were great traders, skilled seafarers & fierce warriors who were Pagans worshipping Norse gods. I know Viking warriors fought using longbows and arrows, spears, long swords and axes, and the fighting tactics they used.
Vocabulary: primary, secondary, source, traders, seafarers, fierce, worship, Norse, warriors, longbows, spears, axes, tactics.

Week 4: I know how significant events have had a variety of impacts on people throughout different time periods in history.
Knowledge: I know from 250 AD, Britain was continually raided by Viking invaders from Scandinavian countries: Denmark, Sweden & Norway. I know Vikings usually carried out their raids during the summer months when it was safer and easier to cross the North Sea. I know Vikings raided and invaded Britain repeatedly, setting up bases and taking land and riches, particularly from monasteries.
Vocabulary: raids, invaded, base, monastery.

Week 5: I know how to apply general and technical terms relating to a period of study and use these to make comparisons. I know how to investigate my own enquiry questions about a period of history using a range of sources. I know how to use a range of reliable sources to collate evidence and answer questions about historical events. I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Knowledge: I know most of what we know about the Viking raiders comes from the tales of the survivors. I know in 865, a substantial Viking army was raised to conquer England, known by Anglo-Saxons as the Great Heathen Army. I know the Vikings took over more English land, leaving Wessex as the only unconquered kingdom.
Vocabulary: comparisons, reliable, factual, raiders, substantial, heathen, unconquered.

Week 6: I know how to begin to evaluate the usefulness and reliability of sources.
Knowledge: I know the Treaty of Alfred & Guthrum was agreed which separated England in Anglo-Saxon (West) and Viking (East) rule. I know battles between the two groups continued until the Battle of Edington, at which King Alfred (the Great) defeated the Vikings.
Vocabulary: Treaty, Danelaw, Anglo-Saxon, battle, defeat.

Outcome: I know how to analyse and present ideas about the past. I know how to complete self-directed research about a studied period.

OUTCOME

Example Vocabulary viewer

VOCABULARY VIEWER

HISTORY

Society

Year 5- Struggle to settle
Autumn Term 1



KEY CONCEPT: Monarchy & Religion		
<div style="text-align: center; margin-bottom: 10px;">  </div> <p>ANNO DOMINI: The terms <i>anno Domini</i> (AD) and before Christ (BC) are used to label or number years in the Julian and Gregorian calendars.</p>	<p>VULNERABILITY: The quality of being vulnerable- able to be easily hurt, influenced, or attacked</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>WARLORDS: A military commander, especially an aggressive regional commander with individual autonomy</p>
<div style="text-align: center; margin-bottom: 10px;">  </div> <p>KINGDOMS: A country, state, or territory ruled by a king or queen</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>PAGANS A person holding religious beliefs other than those of the main world religions</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>SOURCE A place, person, or thing from which something originates or can be obtained</p>
<div style="text-align: center; margin-bottom: 10px;">  </div> <p>RAIDS: A rapid surprise attack on an enemy by troops, aircraft, or other armed forces</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>INVADED: To enter a place or situation in large numbers, especially with intrusive effect.</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>MONASTERY: A building or buildings occupied by a community of monks living under religious vows.</p>