

Subject Leader Impact



Presentation to staff and Governors 2021

History

Dan Hockaday

History

“Enabling life in all its fullness”

“I came that you may have life, life in all its fullness” (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

- Intent poem - Why?



The most important thing about **History** is understanding the past

We examine, interpret and evaluate

We pose questions

We analyse how and why the world has changed

And we are inspired and learn from those who lived before us

But most important thing about **History** is understanding the past

History



- Policies updated and on website: Yes
- Website updated: in process (with Sarah)

(intent poem, updated policies, photos, links to progression documents/vocab/knowledge organisers/parental links etc)



Our vision for History at Ashton Keynes Primary School:

At AKPS we believe that History fires pupils' curiosity about the past in Britain and the wider world. We aim to bring history to life and to instil a desire to understand the past. Children will understand historical events in chronological order. Chronological understanding enables children to be able to place events and people both within and across historical periods. We view History as a great deal more than learning facts. We see it as an opportunity to pose questions; analyse how and why the world has changed; to become open minded "historical experts" and "detectives"; and explore the past and be inspired from those who lived before us.

Termly and half termly topics give scope for cross curricular work. Through History, children learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today. Where appropriate, links to Global Advocacy are made: empowering children to become active global citizens. These links can be seen in our History Progression Skills document.

Implementation - How?

- Curriculum map - History



	FS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Topics of Study</p> <p>"Big Question"</p> <p>Global Advocacy links</p>	<p>Goal: understanding the world about me:</p> <p>What can I do now that I couldn't do when I was a baby?</p> <p>Based on children's interests: adaptable, individualised content</p>	<p>Year A:</p> <p>"How has our village changed in approximately 100 years?"</p> <ul style="list-style-type: none"> Our village over time Gravel pits <p>Who has shaped our world?</p> <ul style="list-style-type: none"> Significant individuals Women's/Human rights Fair/unfair People's responses <p>How has the seaside changed?</p> <ul style="list-style-type: none"> At the seaside (Victorians) <p>Year B:</p> <p>Why do we celebrate bonfire night?</p> <ul style="list-style-type: none"> The gunpowder plot <p>Who has shaped our world?</p> <ul style="list-style-type: none"> Significant individuals Women's/Human rights Fair/unfair People's responses <p>Why did Samuel Pepys bury his cheese?</p> <ul style="list-style-type: none"> The Great Fire of London 	<p>Year A:</p> <p>How did the Romans change life in Britain?</p> <ul style="list-style-type: none"> Romans Poverties and inequalities % of production proceeds donated to charity <p>How can we prove Ashton Keynes has changed over time?</p> <ul style="list-style-type: none"> Local History Links between local and wider communities People's responses Local vs wider world Human impact" <p>Year B:</p> <p>How did humans survive in the Stone Age?</p> <ul style="list-style-type: none"> Links between local and wider communities Poverties and inequalities % of production proceeds donated to charity <p>How did religious beliefs shape ancient Egyptians' lives?</p> <ul style="list-style-type: none"> Ancient Egypt 	<p>Year A:</p> <p>Why is Spanish spoken in South America?</p> <ul style="list-style-type: none"> Tudors - conquistadores colonisations Refugees <p>Why is there an elephant in the Antarctic?</p> <ul style="list-style-type: none"> Antarctic explorers (E.S) Person Study <p>What was the impact of the ancient Greeks on modern civilisation?</p> <ul style="list-style-type: none"> Ancient Greeks Links between local and wider communities <p>Why am I leaving my home?</p> <ul style="list-style-type: none"> Historical sources (skills) WW2 Evacuees Impact on wider world <p>Year B:</p> <p>How did industrialisation and technology shape Britain?</p> <ul style="list-style-type: none"> Consequences <p>Sutton who?</p> <ul style="list-style-type: none"> Saxons & Vikings Fairness and treatment <p>How did the 20th Century shape the 21st?</p> <ul style="list-style-type: none"> 20th Century timeline of cold war space race modern Britain modern issues

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Implementation - How?

- Skills Progression - History

Skills progression	know about similarities and differences in relation to places, objects, materials and living things.	Develop awareness of the past, using common words and phrases relating to the passing of time. Where people and events fit within a chronological timeline.	Develop awareness of the past, using common words and phrases relating to the passing of time. Where people and events fit within a chronological timeline.	Develop a chronological secure knowledge and understanding of British, local and world history.	Develop a chronological secure knowledge and understanding of British, local and world history.	Develop a chronological secure knowledge and understanding of British, local and world history.	Develop a chronological secure knowledge and understanding of British, local and world history.
	talk about the features of their own immediate environment and how environments might vary from one to another.	Use a wide vocabulary of historical terms.	Use a wide vocabulary of historical terms.	Make connections, contrasts and trends over time and develop the appropriate use of historical terms.	Make connections, contrasts and trends over time and develop the appropriate use of historical terms.	Make connections, contrasts and trends over time and develop the appropriate use of historical terms.	Make connections, contrasts and trends over time and develop the appropriate use of historical terms.
	make observations of animals and plants and explain why some things occur, and talk about changes'	Ask and answer questions using historical sources to show understanding of key events.	Ask and answer questions using historical sources to show understanding of key events.	Address and devise historically valid questions about change, cause, similarity, difference and significance.	Address and devise historically valid questions about change, cause, similarity, difference and significance.	Address and devise historically valid questions about change, cause, similarity, difference and significance.	Address and devise historically valid questions about change, cause, similarity, difference and significance.
		Use a range of sources to find out about the past and identify different ways in which it is represented.	Use a range of sources to find out about the past and identify different ways in which it is represented.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
				Develop an understanding of how our knowledge of the past is constructed from a range of sources.	Develop an understanding of how our knowledge of the past is constructed from a range of sources.	Develop an understanding of how our knowledge of the past is constructed from a range of sources.	Develop an understanding of how our knowledge of the past is constructed from a range of sources.

Implementation - How?

- New resources - <https://www.keystagehistory.co.uk/>
- Planning, PowerPoints and resources
- Knowledge mats

Key Stage History

KS2 MEDIUM TERM PLANNER **The Roman Empire in Britain Y3/4**

Rationale

Deliberately sequenced to flow directly from the topic on Stone Age to Iron Age this topic develops pupils' chronological understanding and their ability to see clear contrasts between these contiguous but very contrasting periods. Aimed at Y3/4 pupils, the approach initially focuses mainly on personalities such as Caesar, Claudius and Boudica, concentrating on two the key concepts of causes and consequences. The emphasis then shifts to the changes the Romans brought to Britain, both at the time and over time. Opportunities are taken to use the strong archaeological record that exists for the pupils to reconstruct aspects of Roman life from the fragmentary evidence, some of which will be local. Much of the learning is very active, be it the living graph showing the changing fortunes of Boudica, or a reconstruction relay to discover what Roman armour and weapons were like. Recording takes the form of speech bubbles, annotating diagrams, drawing from written descriptions, and designing legacy stamps as well as more extended written explanations. exp. The home study provides opportunities for more independent research using non-fiction texts and websites. Two diagnostic assessment tasks formally check pupils' grasp of causation and interpretations.

Key questions (make clear how content and concepts link)	Learning objectives (showing evidence of differentiation)	Recommended Teaching approaches (learning experiences)	Resources (to help pupils reach the learning objectives)	Outcomes Assessment, including
<p>Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</p> <p>Did Claudius invade for the same reasons as Caesar?</p>	<p>Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines</p> <p>Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation.</p> <p>More-able group links ideas with concept of empire, eg: secure border, gain slaves.</p> <p>Children able to write explanation showing at least 2 reasons, not just listed but developed. More-able use words such as probably, perhaps – most important.</p>	<p>Pupils are shown contrasting maps of the Roman Empire 100 years apart, one on eve of Caesar's invasion the other on the eve of Claudius'.</p> <p>Tell story of Caesar and Claudius invasion.</p> <p>Children list early possible ideas for Claudius' invasion.</p> <p>See Outstanding Lesson Why did Claudius invade?</p> <p>Activity 1: They then act as advisers to Claudius: Should he invade or not?</p> <p>Activity 2: Conscience Alley</p> <p>Activity 3: Pupils Hot seat Claudius.</p> <p>Pupils consolidate their understanding See also Outstanding Lesson Reasons for the Roman invasion Children analyse different texts and complete grid. (see outstanding lesson)</p> <p>Model writing of explanatory account.</p>	<p>Outstanding lesson KQ1 Part 1 PowerPoint</p> <p>Outstanding lesson KQ1 part 2 Why did Claudius invade? for PowerPoint for 2nd part of lesson</p> <p>RS1 Adviser cards for and against</p> <p>RS2 Background notes on Claudius</p> <p>Short video excerpt – Zig Zag (not provided)</p> <p>KQ1 part 3 Textbook reasons for invasion</p> <p>Outstanding lesson Reasons for the Roman Invasion includes differentiated textbook versions and a grid to support comparisons</p>	<p>Pupils write paragraph or speech bubbles explaining why Claudius invaded. Did he invade for the same reasons as Caesar a hundred years before him?</p>

Key Stage History



Roman Britain KQ4

How much did Celtic life change after the Romans settled?

Key Stage History

Just how much did settlements change after the Romans invaded?
Key question 4 Activity 1

1

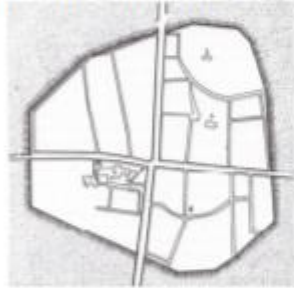
Baths were close to the centre of the town.

2

Shops lined the sides of houses near the centre. See slide 11.

3

The **main streets** ran North-South and East -West



5

Circus track where chariot racing took place just outside the town walls.

6

The **Basilica** was close to the centre. This was the large building from which towns were run.



7

An **amphitheatre** was like an arena for fighting, plays etc.

Implementation - How?

Implementation - How?

Cold Task: 'Big Question' to kick off topic

Tuesday 3rd November 2020
Cold task: What was life like in Victorian England?
They were in the early 1900's. Suffragettes were in Victorian times. Queen Victoria. Corsets were used then. Girls were generally taught to sew and embroider with governesses and boys went to school. Ladies wore big dresses.

3.11.2020
Cold task: what was life like in the Victorian age?
In the Victorian age girls children had to wear hats which had to be made of feathers and for rich people which had to go to school. The streets were smelly and they pooped in a hole in the ground.
The Victorian are one of my farrats because I like top hats and top hats which fashion. Top hats look good in my opinion. Also I like the great flavor of London.

Wednesday 16th September 2020
Cold task: Why is the Amazon Rainforest important?
It is important that there are many trees. For example, there needs to be many trees because all the animals need a place to live. This shows that they will have a happy life in the Amazon Rainforest. The Amazon Rainforest has many animals. There also has to be lots of fruit so that they can survive.

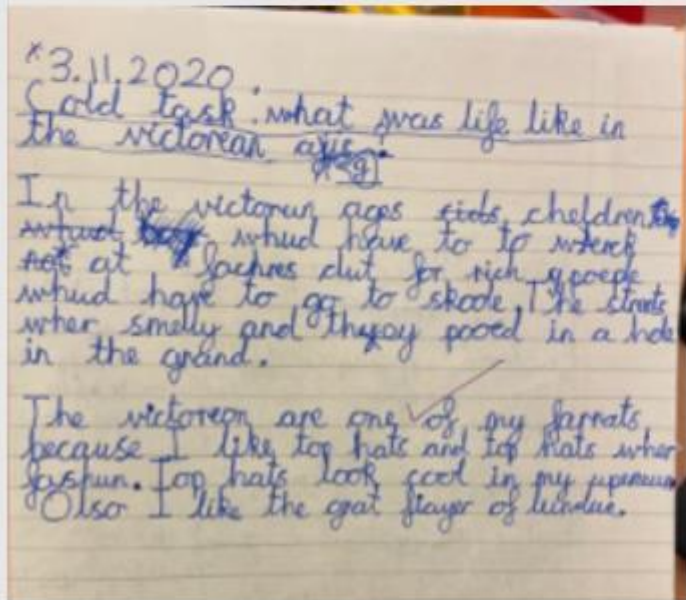
Wednesday 16th September 2020
Cold Task: Why is the Amazon Rainforest important?
It has a lot of wildlife. It rains a lot. One of the reasons the Amazon is important is because it is full of materials to make medicines.

Implementation - How?

Cold Task – 'experts'

After the Cold Task, select 'experts' to complete extra research on their expert area and present to the class during the lesson. It doesn't have to be only GD children and is completely optional for the child.

KS1: Select 'detectives' and give them a question/topic to answer or discover more about



13/11/2020

Dear _____

Congratulations, you have been selected as one of Class 5's Victorian 'experts'! 😊

After reading through your Cold Task, I have chosen you to become an 'expert' in the following area: **Victorian Fashion**. I have chosen you because of your fantastic answer in your Cold Task.

Can you please spend some time researching **Victorian Fashion** and create a presentation/poster/information sheet about your expert area to present to the class during one of our History Lessons.

You have until the end of November to complete your presentation, so plenty of time! 😊 It is completely up to you how you choose to present your area of expertise, and how long your presentation is. You can focus on one area or a couple of areas. It is entirely your choice! 😊

Please let me know if you are up for the challenge, if you need any help I am always here and if you change your mind that is ok too.

I look forward to learning more about your expert area.

Mrs O'Neill 😊 |

- Child 1 (ARE+) Victorian Inventions
- Child 2 (GD) Women's suffrage
- Child 3 (GD) Victorian homes
- Child 4 (ARE) Child labour
- Child 5 (ARE) Victorian hobbies/games
- Child 6 - shown (BARE) Victorian fashion

Implementation - How?

Child 6 – BARE.

Created video at home and presented to class as starter for lesson.



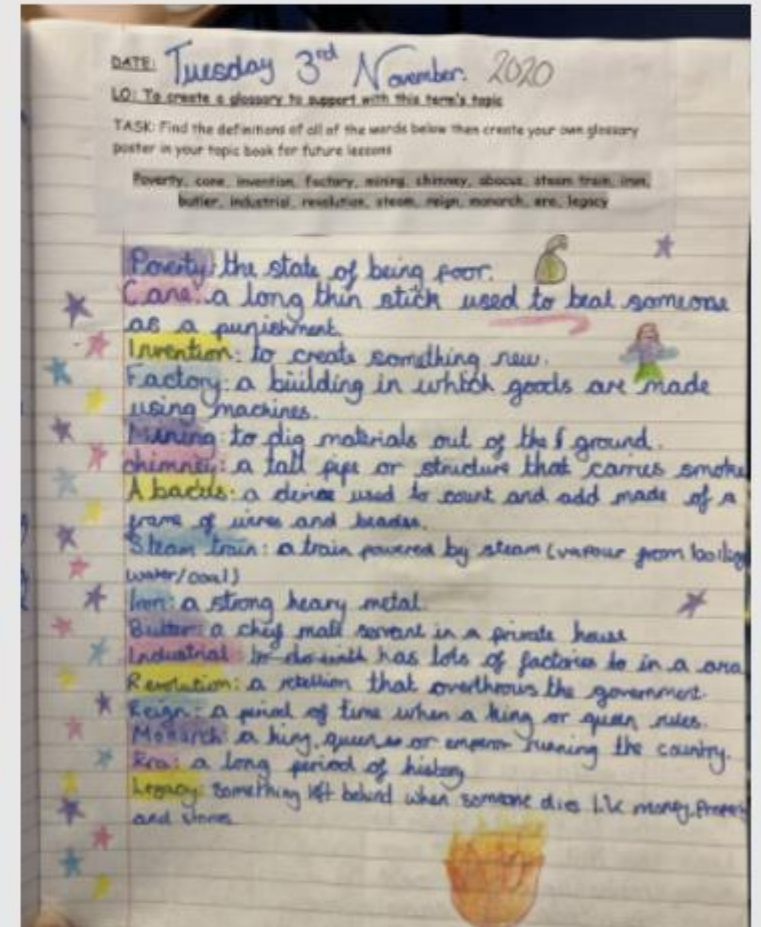
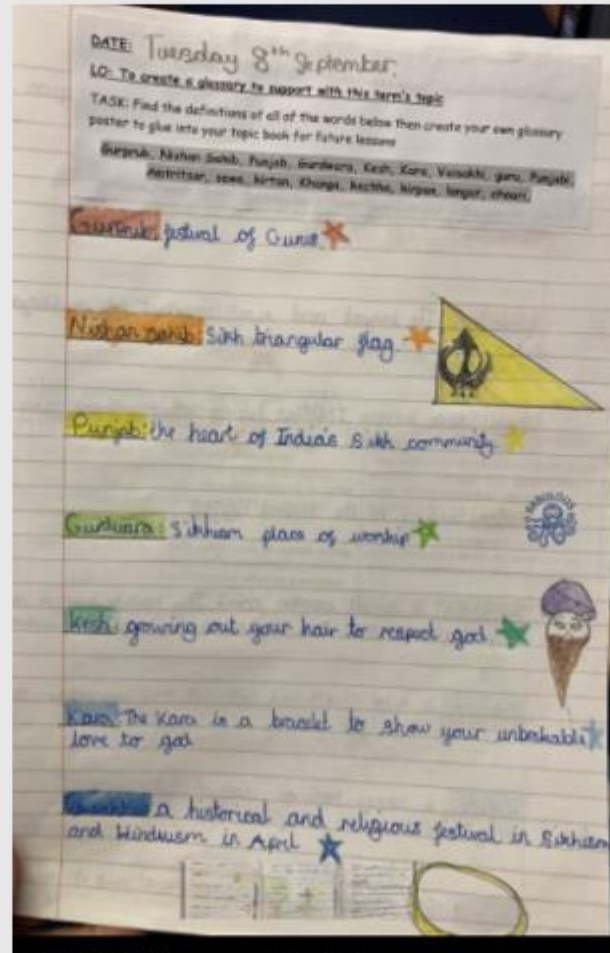
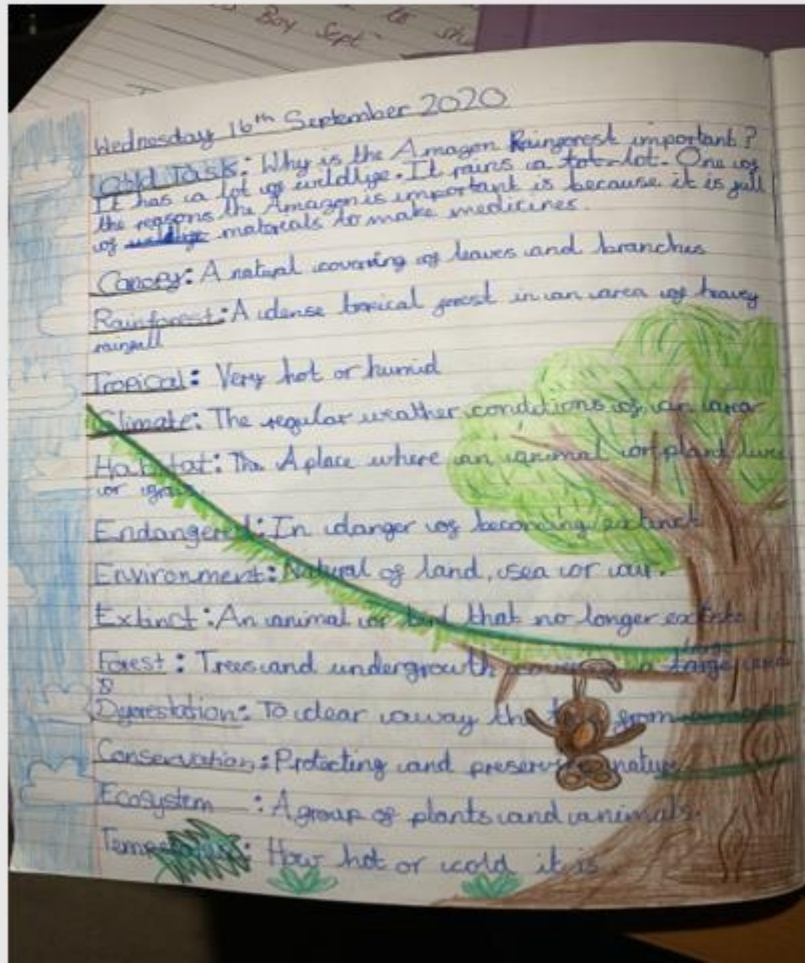
Implementation - How?

Glossary examples (Y5)

Non-negotiable spellings

Positive impact on series of lessons as some prior knowledge already

Link back to Glossary throughout series





SHINE BRIGHT ★ REACH FOR THE STARS



Implementation - How?

- Assessment and data:

Year 5 reports			Year 4 reports			Year 3 reports			Year 2 reports			Year 1 reports		
2021 Leavers	History	Geography	2022 leavers	History	Geography	2023 leavers	History	Geography	2024 leavers	History	Geography	2025 leavers	History	Geography
GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	ARE	ARE+	ARE+	ARE+	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE+	ARE+	ARE+	GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	ARE	ARE-	ARE-	ARE-	GD	GD	GD	ARE	ARE	ARE	BARE	BARE	BARE
GD	GD	GD	ARE	ARE	ARE	ARE-	ARE-	ARE-	ARE	ARE	ARE	ARE	ARE	ARE
GD	GD	GD	GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
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ARE-	ARE-	ARE-	GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
GD	GD	GD	ARE-	ARE-	ARE-	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	ARE	GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
GD	ARE+	ARE+	BARE	BARE	BARE	ARE	BARE	BARE	GD	GD	GD	ARE	ARE	ARE
GD	GD	GD	ARE-	ARE-	ARE-	GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE
BARE	BARE	BARE	ARE	ARE	ARE	ARE+	GD	GD	BARE	BARE	BARE	ARE	ARE	ARE
GD	GD	GD	BARE	BARE	BARE	ARE	ARE-	ARE-	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	ARE	BARE	BARE	BARE	ARE	ARE	ARE	GD	GD	GD	ARE	ARE	ARE
ARE	ARE	ARE	GD	GD	GD	ARE+	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	ARE	ARE	ARE	ARE	GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	ARE	ARE	ARE	ARE	GD	GD	GD	BARE	BARE	BARE	ARE	GD	GD
GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE	BARE	ARE	ARE	ARE	ARE	ARE
GD	GD	GD	ARE-	ARE-	ARE-	ARE-	BARE	BARE	ARE	ARE	ARE	ARE	ARE	ARE
GD	GD	GD	BARE	BARE	BARE	GD	GD	GD	ARE	ARE	ARE	ARE	ARE	ARE
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BARE	BARE	BARE	ARE	ARE	ARE	ARE	ARE	ARE	BARE	BARE	BARE	ARE	ARE	ARE

BARE
ARE-
ARE
ARE+
GD

GEOGRAPHY (2020 REPORTS)		
Y 1 - 6 (185)	Total	%
BARE	15	8%
ARE	132	71%
GD	38	21%



Implementation – How?

- **Cold task – Big Question**
 - KS1: draw a picture/write a sentence
 - LKS2:/SEND Draw a picture and describe/group mind map
 - UKS2: Write a PEE paragraph
 - Use this to select 'experts'/'detectives' in key areas – select children and set 'special task/challenge' to research and create presentation/poster to share with class on their 'expert' subject. Link to lesson objectives and use as starter activities.
- **Glossary Lesson** (set expectation for topic vocabulary and list non-negotiable spellings) in same lesson as Cold Task
 - EYFS: 'Star Word' wall updated throughout topic for children to refer to and link back to
 - KS1/SEND: 5 non-negotiable spellings (these can be on the Knowledge Mat and not a separate lesson)
 - KS1/SEND: Pictures & words to highlight spellings
 - LKS2/SEND: Match definitions and pictures
 - UKS2: Find and copy definitions from dictionary. Draw pictures to support memory
- **Knowledge Mat**
 - Teacher creates for each topic. Can be a poster/fact file with 5-6 key facts children expected to know by the end of the unit
 - EYFS: 'Star Word' wall and topic books/pictures around
 - KS1 – KS2 difference in knowledge mat presentation shows clear progress and learning journey throughout
 - Highlights key information/facts. Discuss with class and children stick in their books for reference
- **Series of lessons** covering all areas of Knowledge Mat – use experts to present specialist areas
- **Hot tasks:**
 - Hot assessment – Big Question
 - KS1: add to cold mind map in pink pen/draw a picture/write a sentence
 - LKS2 answer question and draw pictures
 - UKS2 PEE paragraph, reasoning, explanation, links to expert lessons
 - 'Big Quiz' linked to facts from Knowledge Mat – make their own as homework to extend learning

What do AK children say about History?



- “I love learning about History because I find it interesting finding out things about the past. I particularly liked learning about the Stone Age in Year 3.”
- “I enjoy History because it’s really interesting and we can find out about people who lived a long time ago.”
- “I like History because I can learn about different people from the past like the Romans.”

What?



New assessment structure should enable teachers to confidently assess all pupils in History & Geography. This should give a more accurate picture of progress. Staff explained they historically have not always felt confident to assess children as GD in H&G because of lack of assessment. New assessment structure supports staff in assessing children more accurately in H&G.

January 2021: Anna identified assessment area of need in H&G

January 2021: assessment structure pilot in Year 5 very successful

March 2021 onwards: all year groups to trial new assessment structure through knowledge mats and 'experts'

July 2021: data will give a more accurate picture of attainment and progress as will have 3x years' reports to reflect upon, and the first year the data will be added using the new assessment structure.

September 2021: will roll out assessment structure to Science and/or RE if successful in H&G

Impact - So what?



How have I made a difference?

1. Hot and Cold tasks being used across the school to show progress
2. Use of 'experts' to challenge children
3. Links to Global Advocacy and 'Aware of our World' week
4. New readily available resources to aid planning/delivery

Photos/scanned examples

