



History at Pearson Primary School



Intent

- The history topics we explore are informed by the History Primary National Curriculum and we use this to plan history units of work that support clear skills and knowledge progression.
- The whole school history overview ensures children begin their history journey in EYFS by looking at personal and generational history before moving to history beyond their living memory. In KS1, children build on this and initially study the local significant individuals: William Wilberforce and Zachariah Pearson. This is to support children's contextual understanding before applying their understanding to more national/global events and individuals, such as 'The Sinking of the Titanic' and 'Samuel Pepys and the Great Fire of London'. In KS2, children gain a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives through key threads of knowledge. Interlinked with this are studies of world history, such as the ancient civilisations of Egypt, Greece and the Mayans. Deeper historical studies take place in UKS2 that are routed in familiar time periods such as: The Suffragettes, Slavery and both World Wars.
- We teach our pupils to investigate these past events and, by doing so, develop their understanding of the key concepts: continuity and change, cause and consequence, similarities and differences, and significance.
- We develop strong subject knowledge amongst all staff through comprehensive middle leader development, a focus on developing teachers' subject knowledge and historical pedagogy and the provision of high-quality planning resources.

Implementation

- Teachers create a medium-term plan for each unit that includes a sequence of lessons which carefully plans for clear skills, vocabulary and knowledge progression.
- Within a unit and across units, children will develop their understanding and comparison skills of housing, clothing, food and jobs of the unit they are studying and previous units they have covered.
- Pupils build on these skills year on year to achieve depth in their learning. At the beginning of a new unit, pupils are able to convey what they already know, as well as what they would like to find out.
- Consideration is given to how greater depth will be taught, learnt and demonstrated over the unit.
- Learning is carefully planned and structured to ensure that current learning is linked to previous learning, both within a unit and across units.
- Historical vocabulary develops and evolves from EYFS to KS1 and through to KS2. The promotion of a language rich history curriculum is essential to the successful acquisition of knowledge and understanding in history. Language is a key driver at Pearson Primary school due to the high percentage of EAL children.
- High-quality educational experiences such as trips to the local museums (Hull and East Riding Museum, Streetlife Museum, Hands on History Museum and Hull Maritime Museum) or to the Theatre (Horrible Histories) develop pupils' confidence and deepen understanding.
- Pupils at Pearson also have access to high quality learning materials and replica artefacts provided termly by the Hull Library Service.

Impact

- We use a variety of strategies to evaluate the knowledge, skills and understanding that our pupils have gained in each unit: end of unit quizzes; pre and post units of study; skilful questioning lesson by lesson; weekly retrieval practices; and summative disciplinary tasks.
- Evidence of this learning will be recorded within pupils' books and will form the basis of moderation within the year at school.
- Leaders will monitor the quality and impact of the History Curriculum through regular book looks and pupil voice to assess the extent to which pupils know more and remember more.

SEND

Our ambition is for all of our pupils to access the full History Curriculum. These pupils will be supported to provide them with full accessibility to the knowledge-rich History Curriculum. Pupils will have access to adapted work to allow them to work with increasing independence in their history lessons.

Sequence – Unit

- **Immersion** – students become engaged in a new topic, they activate prior knowledge, and teachers share the key unit objectives (knowledge, skills and vocabulary that will be addressed) through mind mapping, KWL grids, trips or wider experiences.
- **Content delivery** – age related subject specific knowledge, skills and vocabulary is taught in discrete subject lessons. This must cover: chronology, life in that period (housing, clothing, food and jobs) and key people and events identified in the chronology of that period.
- **Reflect** – at the end of the unit children and teachers reflect on learning to inform future lessons.

Sequence – Lesson

- **Starter** – Knowledge retention task
- **Vocabulary** – Introduce and review Tier 2 and Tier 3 vocabulary.
- **Oracy Task** – stimulus given to allow for pupil observation, exploration and discussion.
- **Guided practice** – direct teaching and modelling of knowledge and/or skills.
- **Independent/Collaborative work** – children practice key skill or application of knowledge.
- **Reflect** – oral reflection on learning which has taken place