

# Askwith Primary School

## History rationale

History at primary level helps children to gain knowledge and understanding of Britain's past and that of the wider world. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and society today. History allows children to develop the following key skills: ask perceptive questions, think critically, evaluate evidence and examine arguments. At Askwith Primary School, we have a determined approach that drives us to ensure that all children meet the expected standard in history and have the knowledge required for secondary school. Our history curriculum allows children to develop their cultural capital. Purposeful and natural links to British values and discussions around being good UK and global citizens are threaded through the curriculum. Our history curriculum promotes the rich diversity of the world, Britain and an appreciation of our locality.

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt

Primary history helps pupils to:

- build knowledge of the history of Britain and the wider world and key historical concepts
- have an understanding of historical enquiry
- have knowledge and understanding of fundamental British values

It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following questions:

1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?

- 2. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?

In history, we have long term plans for 2020-2021 that address these areas of learning loss. Our aim is to use recalls of essential knowledge to assess knowledge gained pre COVID-19 in the first term and prior knowledge assessments to assess knowledge lost during closure throughout the first term. We aim to address any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge recalls and ensure essential lost learning from school closure is secure before moving onto the teaching and learning of new knowledge.

Intent	Implementation	Impact: to be reviewed at the end of each year
<ul style="list-style-type: none"> <li>• Mitigate any learning loss of knowledge gained pre COVID-19</li> <li>• Mitigate any learning loss of knowledge due to school closure/non-attendance</li> </ul> <ul style="list-style-type: none"> <li>• The planning, teaching and assessment of the history curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</li> </ul>	<ul style="list-style-type: none"> <li>• Recalls of knowledge gained pre COVID-19 at the beginning of the first term</li> <li>• Recalls of knowledge lost during school closure/non-attendance at the beginning of the first term</li> <li>• Prior knowledge assessments including connected knowledge will revisit knowledge lost that was gained pre COVID-19 and knowledge lost due to school closure/non-attendance</li> </ul> <ul style="list-style-type: none"> <li>• Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking</li> <li>• Factual essential knowledge is taught before the skill</li> </ul>	

- At Askwith Primary School, we believe that children should learn about history in a way that inspires their curiosity to know more about the past. By the time they leave primary school, children need to

- Working memory capacity and the alteration of long term memory is considered when planning and teaching (planned thinking time, recalls)
- Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding
- Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge
- Pupils have opportunities to deliberately practise newly acquired knowledge
- Pupils articulate how they know more, remember more and therefore do more
- Instil a growth mindset ethos by talking about successes and failures in terms of effort not ability
- We plan units of work that will challenge prior knowledge, including connected knowledge in order to construct a secure, new understanding of substantive knowledge. In addition to this, disciplinary knowledge is

<p>have knowledge about the history of Britain and the wider world and have a coherent understanding of historical concepts and historical enquiry. Children need to be able to use history to understand the world and society today and make links to British values</p>	<p>developed through historical enquiry and interpretation. Connected knowledge must be re-visited before introducing new ideas, and misconceptions are actively diagnosed and discussed. History is then taught through deliberate practice to ensure the recall of key knowledge is fluent and LTM has been altered. Fundamental British values are carefully planned into each unit of work to ensure opportunities to promote British values are optimised</p>	
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## Knowledge and enquiry in history

### Knowledge

Knowledge in history refers to the understanding and interpretation of key concepts taught within different historical contexts. This includes the understanding and deployment of key historical vocabulary. The key concepts consist of:

- chronological knowledge
- continuity and change
- similarities and differences
- cause and consequence
- significance

### Substantive knowledge

In history, this is the knowledge and understanding of the key concepts taught within historical contexts including the key vocabulary. The substantive

knowledge is progressive through conceptual development from Reception to year 6 (see progression of themes).

### **Disciplinary knowledge**

In history, the disciplinary knowledge is the interpretation of some of the key concepts. It involves applying second-order concepts such as historical thinking, reasoning and argument. It requires a meta-cognitive approach.

For example, when children have an understanding of the impact of a significant event during the Roman era, in years 3 and 4, they would develop the disciplinary knowledge by interpreting other possible outcomes.

### **Historical enquiry**

As children build upon their substantive and disciplinary knowledge within historical contexts, they will have continuous opportunities for historical enquiry. Children must understand the methods of historical enquiry including how evidence is gathered and used to make historical claims, and how to ask perceptive questions. The second-order concepts that underpin historical enquiry such as, thinking critically, evaluating evidence and examining arguments allows for further opportunity for children to be able to build upon their disciplinary knowledge.

### **Creativity in history**

Creativity and knowledge should work together as creativity involves making connections and using 'old' knowledge to create 'new'. At Askwith Primary School, we have designed our curriculum so that the natural links between history and other disciplines such as English, art, music, PSHE etc. are deliberate and purposeful in promoting creativity. For example, children in years 5 and 6 could apply their knowledge of events during a significant period in history and their knowledge of newspaper report writing in English to write a newspaper report from the viewpoint of a particular person from that time. They draw upon their 'old' knowledge as well as using their imagination to create a unique piece of writing.

## **Assessment**

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge. At Askwith Primary School, learning always starts with the children's prior knowledge, including connected knowledge and any misconceptions they may have. This can be undertaken in several different ways; teachers decide upon the most appropriate, age-related way of obtaining the children's prior knowledge. Units of work are then personalised to the needs of the groups of learners.

Any misconceptions that arise throughout the unit are identified and addressed appropriately. End of topic assessment takes place approximately two weeks after the end of the topic. Two further recalls take place approximately six weeks and then twelve weeks later in order to embed knowledge in long-term memory.

**Reviewed September 2020**