

History Subject leadership

The design of the curriculum.

- The Gawber History Curriculum is a bespoke, progressive curriculum, designed to focus on local, British and World History from EYFS to Year 6. It has been designed by the history leader with aid of the Historical Association <https://www.history.org.uk/> and local historians from the Gawber History Group. The leader also worked with our governor for history (also a secondary school history teacher) and a colleague from another Barnsley school with a history specialism to ensure that the scheme created was appropriate and challenging.
- Carefully chosen substantive concepts run throughout, drawing links between each area of the curriculum, allowing the children the ability to obtain a deep understanding of each area of the history curriculum and the impact this has on their lives today.

Civilization	Trade	Kingdoms and Empires	Social Class	Religion	Settlements	Invasion
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There are key themes running throughout our history curriculum:

Historical Figures

How Britain has been influenced by the wider world

The lives of children

Much of our history curriculum focuses on the period of time from the perspective of a child so that our children are able to relate to these time periods as much as possible.

- The National Curriculum is covered through our curriculum; however, we do aim to exceed the expectations of the National Curriculum and include areas that we believe are important for our children to learn about. For example, in response to the interest our children had around 'Black Lives Matter', and due to the fact that our school is predominantly white-British, we felt it was important to include the history of African-American discrimination. Some areas such as the study of Pompeii have also been added to complement other areas of the Gawber Curriculum (Natural disasters in Geography) thus allowing our children to understand the impact that history has on the current world that we live in.
- There is a balance of focus on both male and female historical figures, ensuring that our children are exposed to both strong male and female role models. This is to help ensure that there is a culture of 'everyone can do' at Gawber School.
- Our Local History has been meticulously planned, promoting a love of our community and helping the children to fully immerse themselves in the motto of 'a caring family school'. This was designed through collaboration with the local history group.
- The local history group are also now a part of helping to deliver aspects of the curriculum, leading history walks around our local area and planning to lead assemblies about the history of our school.
- The School Council have been tasked with forming strong links within the community; their collaboration with the Gawber History Group is a major part of this. They have attended a history walk and are in the have planned and delivered an assembly for the children to inform them about this.
- The local history group have provided the school with a bank of irreplaceable primary sources.
- Together with the history group, the leader and the School Council planned a community 'pop up museum' event to celebrate the local history.

- The School Council and the leader have worked with the History Group and Ledgard Jepson printing company to create a 5th history board to add to the history train (this has a focus on this history or Gawber Schools).

School Council Member referring to the local walk with Gawber Historian, Richard Haigh- ‘This is the best type of history – when you can see it and be in it. It helps me understand it.’

How often is history taught?

- Children access either 1 hour of history a week or 2 hours every 2-week cycle. In some cases, they are able to revisit knowledge briefly in other subjects also. For example, children use their knowledge of our local history and the history of our school to inform their decisions in art when designing a school of the future.
- All teachers use the same format for delivering history lessons which includes flashback questions (questions that recap on previous learning). Teachers also use morning tasks as a way to recap previous learning (either from in the current year group, or from previous years).
- The curriculum is planned with prior learning highlighted at the start of each unit. Teachers revisit this initially to ensure that all children have the prior knowledge needed before building on this in new topic areas.
- Teachers are now aware that each objective does not always equate to a whole lesson of learning time and so they are able to cover more than one objective in one lesson on occasion. This ensures that teachers become more capable to managing their time effectively when it comes to learning in history.
- In conversations with the children, leaders can see that the curriculum is being taught regularly and children speak positively about history. Leaders always look at the books with the children during these conversations. Leaders speak informally to children at playtimes/ lunchtimes to establish regular insights into what is being taught and how the children are responding to this. Leaders regularly check the school twitter page using the hashtag #GawberHistory to discover what current learning is happening.

History in the Early Years

- The EYFS history curriculum was planned using the ELG. Leaders spoke with the Year 1 teacher to establish areas that children find challenging when first moving into KS1. Leaders also spoke with EYFS teachers before planning this curriculum to find out what areas children find most challenging when entering school. Leaders then considered what aims they had for KS2 children before entering secondary education, seeking advice from governors and colleagues with KS3 experience. Having gathered all of this information, it was decided that these areas were key for EYFS children at Gawber school:

Key Question	How are people connected in their families?
Small steps	LG: To know what a timeline is.
	LG: To know how I have changed since I was a baby.
	LG: To know who is in my family.

Key Question	Why do we need a monarch?
Small steps	LG: To know who King Charles III is.
	LG: To know who is related to the King.
	LG: To know the role of the King.

Chronology – Children look at the stages of life, focusing on their own families and their own lives. They begin to understand timelines and how something can change over time by looking at themselves and the changes they are familiar with.

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	LG: To know how I have changed since I was a baby.
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- Substantive concepts throughout our local history curriculum:

Civilization

- Substantive concepts throughout our British history curriculum:

Kingdoms and Empires

Children begin by looking at the history of themselves. By understanding their own history, children at Gawber begin to understand that history is where we speak about the past and that the past is something that has already happened. In this initial topic, children consider how their own history has impacted them today. This provides the building blocks for the understanding that what happens in the past can affect our futures.

Children then begin to explore the Royal Family. This is done in conjunction with a geography topic where the children explore Britain as their own country – the place in which they live. They begin to look at the current monarch so that they can begin to understand the concept of a Kingdom. This provides the foundations of understanding of Kingdoms and Empires so that children can later explore the impact different rulings and ruler have had on the world we live in today.

Although children in EYFS do not study world history, through their geography learning they explore the wider world. This provides them with the understanding that there are other places to consider so that when they do begin to look at the history of these other areas of the world, they already have knowledge that they exist and that their history may differ to the history of Britain.

History Planning

- All medium-term plans begin with prior knowledge. Teachers check that children have this knowledge before teaching new knowledge. Any prior knowledge that has not been retained is revisited at the start of a topic.
- Small step knowledge is given to teachers by leaders and they are aware that these steps must be taught in order and each builds incrementally.

History Assessment

- Flashback questions – teaching sequence provides opportunities for children to revisit knowledge.
- Prior knowledge – an opportunity to check knowledge has been retained from previous years.
- Morning tasks – revisit knowledge occasionally
- The Big Question – constantly referenced throughout the teaching. Children refer back to this at the end of a unit. They answer this ‘big question’ in a way that is appropriate so that they can demonstrate their knowledge.
- Assessment sheets used to decide if a child is WTS/EXS/ GDS. Teachers complete pupil progress forms and leaders consider ‘spotlight children’ from these pupil progress forms to monitor throughout the following term.

An example of how knowledge builds over time

Kingdoms and Empires

Kingdoms and Empires	<p>An empire is a sovereign state made up of many countries or cultures that are ruled by a single individual, usually an emperor or empress. A kingdom is made up of land from the same region or territory that is ruled by a king or queen.</p> <p>By the end of KS2, children at Gawber should know about the history of Kingdom of Britain and be able to compare and contrast this with other Kingdoms and empires across the world during different time periods.</p>
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EYFS		<p>In EYFS, children begin by first understanding what a monarch is. They become familiar with the concept of monarchy, understanding that we currently have a King. They begin to understand a line of succession and are introduced to the idea that you are born into royalty. Children begin to understand what the role of a monarch is.</p>
Key Question	Why do we need a monarch?	
Small steps	LG: To know who King Charles III is.	
	LG: To know who is related to the King.	

Year 1		<p>In Year 1, children further explore their knowledge of the current monarch. They begin to explore monarchs of the past, understanding that England has had different Kings and Queens over the years. They begin to make comparisons between past and present monarchs, understanding that there are traditions that were begun in the past and are still upheld today.</p>
Key Question	Why does the King need a second birthday?	
Small steps	LG: To know when our King celebrates his birthday.	
	LG: To know who Queen Victoria was.	
	LG: To know how Queen Victoria's birthday is celebrated.	
	LG: To know how we celebrate the King's birthday.	

Year 2		<p>Children are first introduced to Queen Victoria in Year 1. In Year2, they further explore this past monarch and begin to make comparisons with another British royal, Queen Elizabeth I. They relate all of this knowledge back to their initial learning in EYFS, making links between the monarchs of the past and our current King.</p>
Key Question	What are the similarities and differences between the lives and reigns of sixteenth-century Queen Elizabeth I and nineteenth-century Queen Victoria?	
Small steps	LG: To know about past and present British Monarchs.	
	LG: To know about Queen Elizabeth I	
	LG: To know about the reign of Queen Victoria	
	LG: To know the values of Queen Victoria and Queen Elizabeth I	

Year 3		<p>By the start of KS2, children have obtained a good understanding of what a monarch is and have started to explore past monarchy so that they are aware that this way of ruling has been a British tradition for many years. Children in Year 3, travel further back in time and consider what ruling Britain was like in the early 400AD. By using their existing knowledge of royalty, the children can begin to understand how our</p>
Key Question	How have the Anglo-Saxons, Scots and Vikings influenced Britain today?	
Small steps	LG: To know about invaders and settlers.	
	LG: To know about Anglo Saxon settlements.	
	LG: To know about Anglo Saxon invasions	
	LG: To know about Anglo Saxon Kings and laws.	
	LG: To know about the Scots	

	LG: To know about the Vikings	country was ruled in the past and how that may have impacted on our country today.
	LG: To know why the Vikings were successful invaders.	
	LG: To know about Viking trade.	

Year 4		By Year 4, children have obtained enough knowledge about the ruling of Britain (past and present) that they are able to begin to consider how other areas of the world have been ruled. They can begin to make direct comparisons between these places and time periods, drawing comparisons and analysing potential for differences.
Key Question	How did the Mayan civilization contrast with British history?	
Small steps	LG: To know the main periods of the Maya civilization LG: To know about the Mayan writing system LG: To know about Maya maths LG: To know about Mayan cities and architecture LG: To know about Mayan farming. LG: To know about Mayan trade. LG: To know about Mayan rulers and religion. LG: To know about Mayan technology LG: To know about the Mayan way of life. LG: To know and compare the achievements of the Maya and Anglo Saxons	

Year 5		In Year 5, children further explore more of British ruling as well as making comparisons with how other areas of the world have been ruled in the past. By doing this, children are able to consider how this ruling has impacted Britain today and make direct comparisons with the way other areas of the world were ruled. They can begin to ask about how these other areas have also impacted the world that they live in, growing an appreciation that we can all learn from the knowledge of others.
Key Question	What have we learned from our earliest ancestors?	
Small Steps	LG: To know about the Mesolithic hunter-gatherer way of life. LG: To know how hunter-gatherers became farmers. LG: To know about religion, technology and travel in the Bronze Age. LG: To know about Iron Age life. LG: To know about Hillforts LG: To know about the rebellious Queen of a Celtic tribe LG: To know why the Romans invaded Britain LG: To know how the Romans have influenced our lives today.	
Key Question	How have the Ancient Greeks influenced our lives today?	
Small steps	LG: To know about everyday life in Ancient Athens. LG: To know about the strength of Athenian society. LG: To know about Ancient Greek entertainment. LG: To know about Ancient Greeks philosophy LG: To know about Ancient Greek democracy LG: To know about Ancient Greeks architecture	

Year 6		By Year 6, children are competent in comparing the ruling of Britain with that of other areas of the world. They are able to discuss how Britain has been influenced by this and the impact this has had on the world they live in. By the end of KS2, children at Gawber know about the history of Kingdom of Britain and be able to compare and contrast this with other Kingdoms and empires across the world during different time periods.
Key Question	In what way have we been influenced by the achievements of the earliest civilizations?	
Small steps	<p>LG: to know when ancient civilizations occurred.</p> <p>LG: To know about the achievements of Ancient Sumer.</p> <p>LG: To know about the achievements of The Indus Valley.</p> <p>LG: To know about the achievements of The Shang Dynasty of China.</p>	

SEND

- Pedagogy and content adapted to suit the needs
- Pre reading of texts used
- Simplified texts
- Pre teaching of key vocabulary
- Multiple choice questions
- Removal of barriers such as writing by: Matching activity Missing words Sticking activities Scribes Diagrams instead of writing
- Organising images chronologically rather than dates
- Support with reading time lines (numbers may exceed numerical understanding)
- Dyslexia friendly texts (where appropriate)
- Coloured paper where appropriate
- Vocabulary mats
- Specific Example 1 (EYFs) Small group discussions with an adult, use of visuals, videos, artefacts, pre-teach key vocabulary, extended exploration and time to re-visit experience.
- Specific Example 2 (KS1) Visual representations, reducing writing demand, pre/post teach

Curriculum enrichment opportunities

- Local history focus for School Council
 - history board
 - attendance at the Local History Group meetings
 - history trail led by history group
 - Pop up Museum community event
- School books (one story book, one factual book) about the local community written by history leader.
- Residential in Year 5 linked to Stone Age to Roman Empire learning.
- Trips and visitors such as Eden Camp (Y4), a visit from a Viking (Y3), Barnsley Art on Your Doorstep (Y5).

Monitoring

- Checks on curriculum planning (sequencing and progression)
- Lesson visits (quality of teaching, learning and assessment) and informal discussions with children around school such as at playtime.

- Twitter (using the hashtag #GawberHistory)
- Discussion with children to check that they know the most important things as determined in curriculum plans. Children use books as reminders about their learning and are proud to tell you about this.
- Discussion with teachers (to check their pedagogy, confidence and training needs). Often these are informal discussions (small staff and open-door policy).

Training and support you provide for staff

- When devising the long-term plan, leaders initially met with teachers to find out about what learning was already taking place. This was then mapped out against the NC. Leaders also spoke with children about areas they enjoyed. These conversations brought about areas of the curriculum we felt that Gawber needed to include (e.g. Black History Month).
- When the initial plans were devised, they were initially tested and amended by the leader in their own class (Year 5). Then, two members of staff were asked to trail one history topic each and to feedback to the leader about this. The staff chosen were at differing points in their careers – an ECT and an experienced teacher with a passion for history. Leaders took the feedback and amended plans (for example adding ‘teacher knowledge’ so that staff were provided with what they needed to know). Plans were then rolled out to the rest of the staff.
- Staff meetings were dedicated to the teaching of history. This model was then used for the development of other non-core subjects.
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Culture and confidence

- Pupil conversations completed – children are proud and confident when speaking about history. They are positive about history and can reference learning from previous year groups. Children used appropriate vocabulary (found on the plans).
- Staff regularly discuss successes and needs with the leader.

Lesson non negotiables

- *Environment – past learning identified*
- *Flashback questions*
- *Gawber Teaching sequence*
- *Big Question*