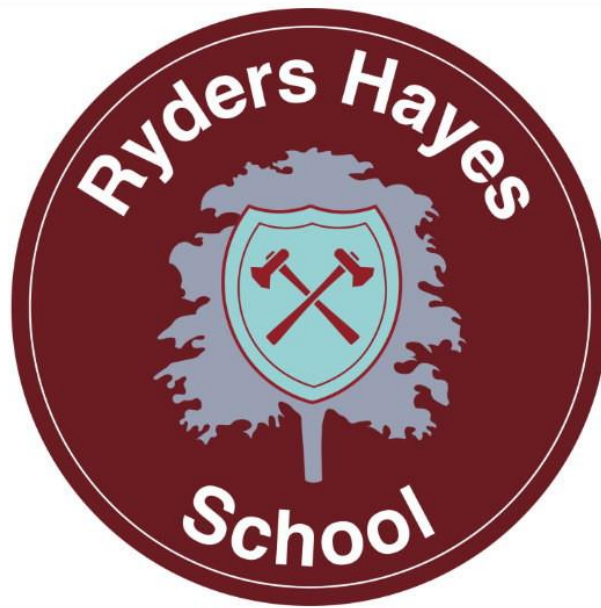


Ryders Hayes School

A Primary Learning Academy



History Guidance

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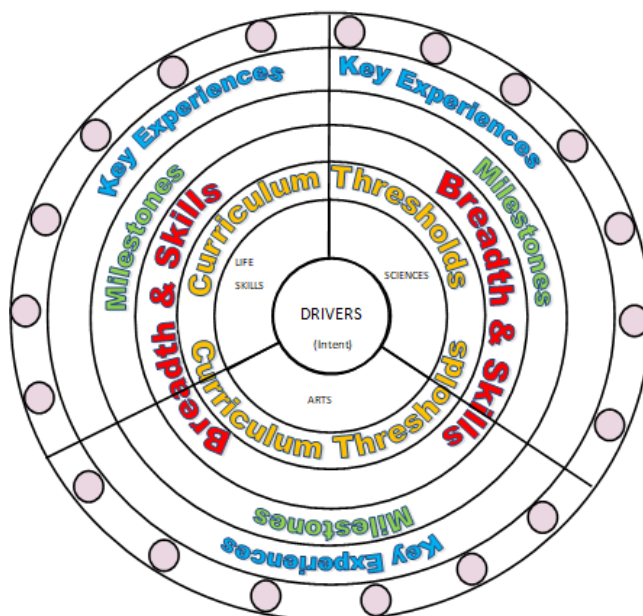
'Do the right thing to be the best you can be'... 

1. INTRODUCTION

1.1 The School seeks to promote behaviour based on mutual respect between all members of the School community. Ryders Hayes aims to:

....nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of: enquiry; adaptability; resilience; morality; effective communication; thoughtfulness; collaboration; respect; international /open mindedness and a growth mind-set.

1.2 Ryders Hayes Curriculum Model



1.3 At Ryders Hayes each subject holds disciplinary mastery aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in a variety of experiences. threshold concepts; the key

1.4 The threshold concepts in History are:

- Historical Chronology
- Historical Interpretation
- Historical Concepts e.g. change, cause, similarity, difference and significance
- Historical Communication

1.5 The Curriculum Drivers for Ryders Hayes School are to:

- Explore possibilities
- Create independence
- Build resilience

1.6 Supporting our Curriculum Drivers (1.1), we have our knowledge categories which provide the key knowledge within subjects and help us to grow our cultural capital; making links where appropriate to our children and their learning. The Knowledge Categories are: location, settlement, culture and pastimes, significant events, food and farming, number, self-expression, career-related, beliefs, innovation, language and oracy, peace and war.

2. INTENT

2.1 The aim of history teaching at **Ryders Hayes School** is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

2.2 Our history curriculum is designed to allow each pupil to:

- Develop an interest in the past
- Gain Historical perspective
- Recognise similarity and difference
- Investigate cause and consequence
- Make historical enquiries
- Evaluate
- Interpret the past
- Analyse
- Understand chronology
- Delve in primary and secondary sources
- Infer and deduct
- Make connections.

So that each pupil:

- can confidently investigate primary and secondary sources to provide rich learning opportunities
- knows and understands how the British system of democratic government has developed
- knows about the lives of significant individuals in the past who have contributed to National and International achievements.
- is provided with a broad and balanced education whatever their ability.
- understands that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.
- has access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- Makes progress in history as we set suitable learning opportunities that respond to each child's different needs.

2.3 Through History we can also:

- Improve pupils' skills in English, Maths and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens
- Promote awareness of History related careers

3. IMPLEMENTATION

3.1 History teaching focuses on enabling children to think as historians. In History, learning is facilitated through pupils pursuing a key question led enquiry approach, which encourages them to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At our school therefore, we seek to encourage pupils to learn their History through big question led enquiries about significant events, people and changes which allows them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no 'right' answers to questions in History), reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising. Whilst knowing more subject information as the pupils progress through the school is important, we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. This approach is reflected in all of our planning. We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes.

Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, we ask insightful questions about them, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are carefully planned to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills.

In order to achieve this:

- Design enquiries to pursue which are relevant, engaging and appropriately challenging in terms of anticipated outcomes which help pupils answer significant questions about events, changes and the lives of significant individuals.
- Share with pupils what they are expected to learn and how they are expected to learn it;
- Ensure that objectives for lessons always define the outcomes to be achieved and are presented in the form of "key questions" that need to be answered; sometimes these are raised by the teacher, sometimes with pupils and sometimes independently;
- Key question led enquiries are structured to include a number of ancillary questions, the completion of which enable the pupils to progress gradually towards arriving at an answer to the overall big question;
- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- Encourage pupils to evaluate critically information, ideas and different viewpoints;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- Encourage discussion and insightful questioning so that pupils clarify their thinking;
- Set high expectations so that learning objectives and activities are always sufficiently challenging;
- Provide pupils with regular feedback about their work and about what they need to do next in order to improve

3.2 We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

4. IMPACT

4.1 Engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century is essential since it:

- Helps the learner to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
- Supports the learner to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to challenge and question through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;
- Enables the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world;

4.2 Our Mastery Character and characteristics are displayed around school and shared with the children as much as possible:



4.3 Resources

History resources are stored in the designated area (HUB). The library areas also contain history-related books for children's own research. If new or additional resources are required, then the History Leader should be informed at the earliest opportunity so that these can be sources.

4.4 The role of the History Leader is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing History
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of geography through learning walks and month book trawls
- Develop assessment and record keeping ensuring progression and continuity
- Communicate findings, ideas and resources and have an open-door policy for suggestion and questions
- Design the Medium- Term Plans for teachers to use and annotate for weekly lessons

4.5 The school will review this policy annually and assess its implementation and effectiveness.