

OUR INTENT, VISION AND ETHOS

At the heart of our learning at Ordsall Primary School is the ancient proverb I **hear** things, and I **forget** them. I **see** things, and I **remember** them. I **do** things, and I **understand** them.

This ancient proverb is demonstrated no more clearly than in the words that define our school - **Play, Learn and Grow Together**. It is our aim that, by focussing on each key part, **all** learners at Ordsall Primary will achieve their full potential and many will achieve beyond what is expected through:

By Playing Together they will....

Develop curiosity of mind and spirit

Create, explore and discover

Adapt and cooperate

Learn, practice and master skills AND

Achieve and Aspire to be the "best that they can be"

By Learning Together they will.....

Experience wider opportunities beyond the school

Develop essential skills, knowledge and understanding

Build character, resilience, confidence and independence

Communicate and collaborate as part of a team

Apply learning across a broad, balanced, rich and exciting curriculum AND

Achieve and Aspire to be the "best that they can be"

By Growing Together they will.....

Know that we all have the same rights and needs

Develop integrity and an understanding of what is right and wrong

Develop tolerance and acceptance of **people's individual characteristics**

Inspire others and celebrate every achievement

Work together, in partnership, as a wider community of learners AND

Achieve and Aspire to be the "best that they can be"

In addition we strive to develop and uphold the Fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty and tolerance of those of different faiths
- Developing personal and social responsibility
- Respect for British Institutions

Safeguarding Statement

At Ordsall Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Ordsall Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Vision of Teaching and Learning in History

At Ordsall Primary School we strive to deliver a history curriculum that stimulates and excites pupil's curiosity through child lead enquiry based learning. We believe children should be involved in research, investigation and ultimately discovery. The activities we plan are well thought-out and we deliver activities to hook the children at every opportunity. Through our teaching of History throughout school, we are able to provide children with the skills needed to compare and contrast various periods of history. From this the children can understand why things have happened in History and the impact this has had on our modern day life. At every possible point of teaching we look to develop the children's cooperation, perseverance, open-mindedness and respect.

Through the teaching of history children will be given opportunities to:

- Become increasingly confident and be able to use appropriate subject vocabulary, historical terms and language.
- Develop increasing levels of knowledge and understanding of subject content, concepts and chronology.
- Understand the 5 key areas of a particular period of history: legacy, religion, governance, everyday life and culture.
- Make comparisons of similarities and difference of the 5 key areas of different periods of history.

Progress through the skills needed for historical study, namely:

Recognise
Identify
Describe
Observe
Select
Categorise
Classify
Sequence
Compare and contrast
Recall
Reason/Speculate
Summarise
Synthesise
Explain
Demonstrate understanding
Empathise
Reach informed conclusions
Make reasoned judgements
Justify
Apply
Evaluate
Critique
Hypothesise

We aim to provide an enriched learning experience in this subject by

- Personalising the curriculum to provide learning opportunities for everyone.
- Encouraging independent learning through enquired based activities.
- Providing a broad, challenging and creative curriculum.
- Creating a stimulating learning environment with appropriate resources which will be available for children to access during the lesson. The learning environment should also showcase the children's work throughout the topic and will be there as a tool for learning.
- Enabling children to learn and develop life skills such as team work, co-operation, understanding of other's opinions and points of view.
- Taking part in experience days both in and outside of school which allow the children to experience what life would have been like during that particular period of History.
- Following a structured medium term plan involving the 5 key principles of History: governance, religion, culture, legacy and everyday life.

There will be evidence in the learning environment of:

- Progress in the children's learning related to history skills and knowledge evident in children's topic books and on current classroom and corridor displays
- Displays including key words and questions to support children in their writing and further their thinking.
- Displays including photographs and pictures to support children of all ability levels.
- Texts (fiction and non-fiction) which the children can access during free reading time. This will include both novels and picture books for children of all ages.

Teachers will ensure that:

- History learning gives opportunities to develop the appropriate skills as well as subject knowledge
- Planning, resources and differentiated learning both support and challenge children
- Planned units of work will be informed by National Curriculum 2014 and the Rising Stars program, to ensure continuity and progression
- The pace and depth of learning is maximised as a result of ongoing monitoring during lessons.
- Lessons include content from the 5 key principles of History: governance, religion, culture, legacy and everyday life.
- Inform the children of similarities and differences across History and give the children the opportunity to make these comparisons.
- History topics are linked to the writing during English and opportunities for History objectives can be taught discretely through English.
- There's an importance of Historical 'abstract terms' being taught such as parliament, paganism and peasantry.

Coverage

In Key Stage 1, the children study a particular event or person from History. For example, in Year 2 the children will study inventors through time and in Year 1 the children will find out about the Great Fire of London. The emphasis through this teaching will be for the children to find out why we remember this

and the impact this has on our modern life. For the higher ability children, they will be encouraged to hypothesise why we remember and justify their opinion. Furthermore, there will still be the intent for children to recall what they have learnt at the end of the topic. The children will begin by asking questions, discussing key terms and making some simple similarities and differences with other events/people they have found out about.

In Key Stage 2, the children will study a particular aspect of History. For example, in Year 3 the children currently learn about Ancient Egypt and the Stone Age. In Year 6, the children will find out about Ancient Greece and World War II. Each period of history taught will be supported with a topic overview map which outlines the 5 key aspects of History which will be taught; **religion, governance, everyday life (including what life would be like for a child during this period), culture and legacy**. As these aspects are being discreetly taught, there is an opportunity for the children to make comparisons across History from what they have already learnt. For example – A Year 5 child may be able to make a link between the Vikings believing in many gods just like the Ancient Egyptians did. Higher ability children will be encouraged to also identify differences i.e a Year 6 child may be able to suggest that Nazi Germany was governed by a dictatorship whilst during the Victorian era, there was a rise in democracy and government.

In order for teaching staff to incorporate these principles and key terms, they have been given topic overviews (Appendix 2) for the Year Groups of 3-6. These topic overviews will give teachers the knowledge of some of the things they could discuss in their History teaching. For each part of the overview, there will also be other periods of History which can be linked to that piece of knowledge. Alongside this, there is a word bank which covers some of the key vocabulary linked to each period of History. For example, in Year 4, the topic over mat for the Romans identifies chariots, amphitheatre and aqueduct as being important vocabulary. Existing teacher knowledge means key words and vocabulary can be added to this in order to support the learning of children. The staff in Years 3-6 have also been provided with a reading list (Appendix 3) to support their teaching which could be used as a different form of media for teaching the History knowledge.

We study Local History and this is done throughout the year. Through our History curriculum we expect the children to have a good understanding of the History in their area and how important the locality is to why we do particular things in the community. For example, in Year 4 the children have found out about the Pilgrimage and the Mayflower ship. This is important because people from Retford moved to the New World as part of the Pilgrimage. Additionally, there is an opportunity for children across school to look at the importance of the Chesterfield Canal, local train stations and old buildings, Clumber Park and the National Trust site of Mr Straw's House. We also look to make direct links between our periods of history we cover and the locality aspect of this. For example, when we learn about the Victorians in Year 4, we mention that the train station in Retford would have had a use for Victorian travel. Likewise, in Year 5 we find out about the Anglo-Saxon settlements in Britain, we look closely at local maps and identify towns which would have been formed during this era of history.

Across school there will be opportunities for children to remember key events in History. This may be taught through themed weeks or assemblies. At Ordsall Primary School we encourage the children to understand their cultural capital and develop understanding and respect to other cultures. We do this through the teaching of Black History Month in October and this will be promoted through assemblies and class work. Furthermore, we will support the RE curriculum and look at the origin of certain British celebrations through weekly assemblies for the children. British Values is something we highly

emphasise at Ordsall Primary School and this done through finding out about Blue Plaques, key figures in History and Events. At Ordsall Primary School we want the children to leave with an understanding of British Values, their own cultural capital and a repertoire of life skills which can all be taught through History

Context of our curriculum

At every opportunity we look to develop our understanding of why we are learning about the particular topic. Our learning is shaped through trends in society and what we believe the children need to be aware of by the time they leave Ordsall Primary School.

For example, in Year 6 the children find out about the Nazi regime during WW2 and the discrimination towards the religion of Judaism. We can then make direct links to Black History Month, the apartheid in South Africa and the importance of Martin Luther King and Malala Youzafazi. In lower Key Stage 2, the curriculum in Year 4 teaches the children about the Victorians and mentions the slave trade during the Victorian era. This leads us to be able to speak about slavery through the ages and identify why this was something which wasn't acceptable.

At every point of teaching we look to relate this to other key events in history which has shaped our society and local community. As new issues arise in society, our curriculum allows us to speak about these and educate the children through the teaching of past events. Ordsall Primary School is primarily a White British school and the community of Ordsall is predominantly the same. As of this, we think it is really important we educate children to issues which have affected particular communities both now and in History.

Presentation of work

At Ordsall Primary School, we encourage and promote all learning styles and we understand children learn in different ways. Therefore, there is no set expectation for how work is presented by the children in History other than it should be varied and be appropriate for the learning objective. We continue to encourage high expectations from the children and this is modelled by the resources created by the teaching staff. Work can be presented in written explanations, labelled diagrams, paired discussions or group presentations amongst others. Furthermore, as we strive towards a contextualised curriculum, we encourage staff to use their writing sessions to incorporate History learning. For example, the children in Year 4 will write a diary entry as a soldier during WW1. In Year 6, the children spend time writing an explanation about Greek theatre. Below I have outlined some examples as to what we expect to see in History evidence as opposed to the English books.

History evidence	English books
<i>Children to look at artefacts from Howard Carter's discovery of Tutankhamun and write about what these artefacts show about Egyptian life.</i>	<i>Children to write a letter from Howard Carter to Britain explaining what he has found and what he thinks this means.</i>
<i>Children to find out about life in the trenches. Children to make comparisons</i>	<i>Children to write a diary entry detailing the life in the trenches.</i>

<i>with own life and the troubles the soldiers will have faced.</i>	
<i>Children to label and annotate a diagram of a Viking settlement.</i>	<i>Children to write a non-chronological report about a Viking settlement.</i>
<i>Over a period of weeks, children to look at sources of evidence of life during the Holocaust.</i>	<i>Children to write an explanation text of the Holocaust.</i>

Assessment

Teaching assessment will be formative and staff will listen to children's thoughts during class discussions and 1:1 conversation. Further to this, questions answered through written work in History will be used to judge children's progress in the History objectives. When writing diary entries, first-hand accounts or discussion texts, History objectives could be covered in writing and if so, the History TBAT must go alongside the English TBAT. This will then be available for staff to use as assessment of the History objectives and the subject leader as evidence. There will be an opportunity also for pre-learning assessment as the children across Years 1-6 will complete a template detailing: what they know, what they think they know and what they would like to find out.

In KS1, this could in the form of a group discussion at the beginning of the unit of learning and a photo can be taken as evidence. Throughout the weeks of the History lessons, this can be added to in a pink pen to show what they have found out. In Appendix 4, a model template for this has been included – although, teaching staff could do this a mind map or a whiteboard group contribution.

British Values in the curriculum

We look to teach our British Values throughout our History curriculum and make links wherever possible. Below is a table which outlines some examples of where British Values are taught in the curriculum across school.

British Value	How is it taught?
Democracy	As we deliver our curriculum in Years 3-6 focusing on aspects of History, we look in-depth at the governance of a particular period of history. In Year 6 we understand how the Greeks showed early signs of democracy through voting. However, in Year 3 the children will find out about the Ancient Egyptians and the style of leadership the Pharaoh would show to the citizens. The children begin to see different types of leadership and we can compare and contrast to modern day Britain.
Rule of Law	The children in Year 4 spend a half term looking at the impact of the Victorians on modern day Britain. We look at the different laws which were in place to now – for example, the children find out that school was not compulsory until the reign of Queen Victoria. We are able to show the children how the different laws to now meant that children would previously have been expected to work in factories and workhouses from a young age.

Tolerance of religions and beliefs	Tolerance of religions and beliefs is taught throughout our curriculum as we continue to look at different periods of history. Particularly in Year 6 where we look in depth at the impact of the Holocaust on modern day life. The children begin to understand why it is important to show tolerance and the effect a lack of tolerance has had on minority groups within living memory.
Mutual Respect	Mutual respect can be taught through many History sessions. In particular, in Year 5 the children look at the life of the Anglo-Saxons and The Vikings. We find out how the two different groups of people lived side by side and accepted the laws that were in place. The inclusion of the Danelaw allowed them to live in harmony and be respectful of each other's cultures and differences.
Individual Liberty	Pursuing our own personal goals and celebrating others achievements is something the children focus on in Year 2. The children learn about the life of famous inventors and explorers. We have the chance to understand why we should be proud of the Wright Brothers, Sir Edmund Hilary and James Cook. Also, we think about how these people would have inspired many people across the world to pursue their dreams and push themselves out of their comfort zones to try new things.

Cultural Capital

At Ordsall Primary School we recognised that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. In History we seek to develop their Cultural Capital through

Capital	Example in our curriculum
Personal Capital	The teaching of famous inventors and explorers in Year 2 enables the children to enhance their personal development as they are able to identify famous figures who have shown resilience and perseverance throughout their lives. Throughout our curriculum, we look to give children the opportunity to be resilient when activities are difficult and this unit shows them what can be achieved when we look to bring ourselves out of the learning pit and move forward as positive learners.
Social Capital	Social development is promoted through the Year 4 teaching of the Victorians as children are given the chance to empathise and discuss lives of the children who would have worked in the workhouses. Furthermore, the trip to the Victorian classroom allows conversation about the differences between current and past life and the advantages/disadvantages to this.
Physical Capital	Our teaching of the Romans in Year 4 and the Ancient Greeks in Year 6, focuses on the sporting events created and on show during these periods of History. We expose the children to the games they would have played and the importance on the warriors to live healthy lifestyles as this was identified as an important role in society.

Spiritual Capital	The unit linked to the Vikings and Anglo-Saxons in Year 5 supports children with their spiritual development as we compare and contrast the change in Religious teachings across Britain pre 1066. From this, the children are able to see the impact of how particular spiritual beliefs can impact a person's life and change their behaviour, routines and attitudes.
Moral Capital	Through our teaching of the Ancient Egyptians in Year 3, we expose the children to the roles and hierarchy of society. The children are able to identify which jobs were classed as low ranking and how these people were treated. Opportunities are given for discussion as to why this is unacceptable in current society and how we must act and conduct ourselves when communicating with people of all ethnicities, social backgrounds and roles in society.
Cultural Capital	In Year 6, we promote cultural development through the teaching of the Nazi regime in WW2 and the vital need for racial equality and acceptance in society. We hear from a survivor of the Holocaust when visiting the Holocaust centre and we give the children opportunities to empathise and make comparisons with their lives.

Monitoring Cycle

- There is a broad and balanced Contextualised Curriculum Planning in place, ensuring continuity, progression and coverage of the history curriculum which will be monitored regularly by the coordinator.
- Topic books will be monitored regularly by the coordinator to check teaching matches intended learning (expectations for topic books can be seen in the Appendix 1). Books will be checked alongside long-term milestones and vocabulary/knowledge progression grids.
- The subject co-ordinator will use evidence from Nursery to Year 6 to identify and show progression using vocabulary/knowledge progression grids.
- Monitoring will also involve lesson drop ins to identify teacher knowledge, child participation and a differentiation of learning styles to meet the needs of all learners.
- Regular timetable checks will be carried out and triangulated with the contextualised curriculum plans to identify correct TBATs.
- Audit of social media to show promotion of History.
- Photographs of classroom displays to check for encouragement of vocabulary, promotion of children's work and evidence of child-led learning.
- Pupil voice will be conducted and triangulated alongside vocabulary/knowledge progression grid and long-term milestones.
- An annual audit of History resources will be conducted by the coordinator to ensure that appropriate resources are available.
- Regular communication with teaching staff to identify opportunities for experience days and school visits both locally and across the country.



Phase 3 - children to complete all work in a Topic book which has a clear, defined topic overview sheet stuck in. This sheet will also include the big question and a short, timeline to support chronology.

The work in the books could be written work, labelling of maps, and completion of tables or drawing of graphs/charts.

High expectations of presentation to be encouraged at all times.

Date/TBAT needed.

Phase 2 - Portfolio of work with a cover including a picture and big question.

Name of the children alongside class title and term eg Summer 1.

Every page needs to have a title.

Work can have a border - if it does then this must be the same in the whole topic book.

Website names deleted if visible on page.

An introduction page overview to be typed by the teacher indicating what they have learnt, how they have done this and the experience day: possibly including pictures from learning.

High expectations of presentation

On typed up results of class work, a speech bubble needs to be included to allow each child to put their own comment

Governance

Was a republic before Empire, took over many lands. (Vikings, Anglo Saxons)

Life of Julius Caesar.

Legion - Roman Army.

Everyday life

Men work as farmers, soldiers, merchant, lawyers (Egypt, Victorian, Greeks)

Woman managed household (Victorians, Vikings, Anglo-Saxons).

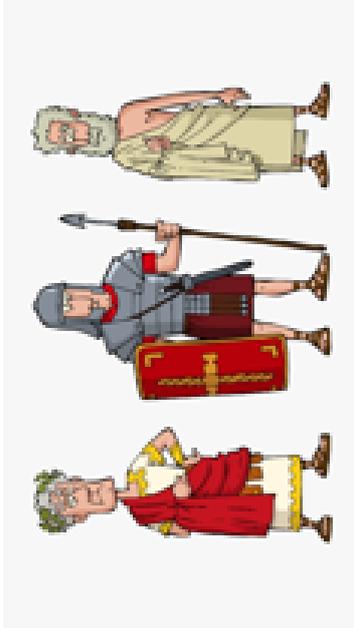
Children went to school at 7 (Victorians)

Religion

Worshipped many gods and goddesses such as Jupiter and Isis. (Egyptians, Vikings, Greeks)

A haruspex was a Roman priest who would cut up the livers of animals to find messages from the gods.

Some gods were taken from areas of the world the Romans had conquered or invaded.



Culture

Ancient Rome used the language of Latin throughout the country.

Roman Numerals.

We still use Roman alphabet.

Chariot Races.

Gladiator - life of Spartacus.

Legacy

Hadrian's Wall.

Roman coins.

Months named after Roman Emperors.

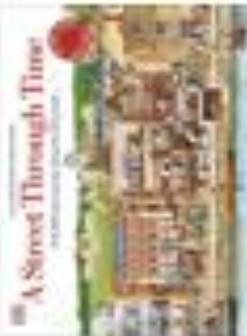
Local History

Experience

Partake Romans

Key Words

Colosseum amphitheatre aqueduct bath house mosaic temple legion
 Empire basilica gladiator Rome Pantheon Julius Caesar Spartacus Boudicca

Title	Author	Image	Start
A street through time	Savva Nicou		<p>Think of the street you live on. Now think of how it may have looked in the Stone Age in 10,000 BCE, or in Victorian times during the Industrial Revolution, or how it may look 50 years from now. <i>A Street Through Time</i> takes you on a time-travelling journey that you won't forget. Highly detailed illustrations bring 15 key periods in time to life. You will see magnificent buildings go up and come down, new churches built on the site of ancient temples, wooden bridges destroyed and then remade in stone, and statues demolished then unearthed many years later. You'll find out how people lived long ago - the tools they used, what they wore and what they did all day. Revised and updated for a new generation, <i>A Street Through Time</i> now includes a look at the street 50 years in the future.</p>
So you think you've got it bad	Gus Scudetto		<p>A kid's life in ancient Greece might sound like fun, what with all that brilliant sunny weather and watching the Olympic Games, but actually life for kids could be pretty hard. In this hilarious book, written by award-winning author Gus Scudetto, children will learn just how tough life really was, from living on a diet of blood soup whilst wearing nothing but a cloak, to having to learn a poem that was over 15,000 lines long! Thanks, but no thanks, Homer! Probably the first book about ancient Greece to feature a race between a go-kart and a goose, this is a must-read for kids with a passion for horrible history!</p>

Appendix 4

I know...	I think...	I would like to find out...