



Itchen Abbas Primary School

'Growing Hearts and Minds'



Subject Development and Rationale

History

Intent of our History Curriculum

Itchen Abbas is a rural village on the River Itchen about 4 miles north of Winchester. The church within the village was originally Norman and was rebuilt in Victorian times. The school is Victorian and was built nearly 200 years ago.

The Manors of Itchen Abbas and Avington were important within in the village and residents worked for the manors. Farming and arable land use, was and still is, significant in the area. This includes the farming of watercress which created the need for the Railway Service, now known as the Watercress Line, which was also a vital transportation link during both World Wars.

Most people who live in the community were born in the UK and migration and immigration into the area are low. Therefore, the community does not have a high level of diversity and children are not typically exposed to diversity within their daily lives. In recent years, since Covid, the school has seen more children join the school from abroad. However, most are white middle class with parents who were working abroad and children attending British Schools. A small number of families new to the school are from Ukraine and are refugees.

According to the 2011 census, Itchen Abbas has a higher education level than the average for England. The percentage of adults in higher paid, managerial and professional jobs is above average and this manifests into high expectations and ambition for children from their parents. Levels of deprivation are low in the area. Most people commute to their places of work although some families are still involved in farming.

The village has an archaeologically excavated Roman Villa site and some of this is located in the school grounds. Pottery was excavated from the school field and the site is used by Winchester University Archaeology department to teach students.

The area around Winchester has been inhabited since prehistoric times with Iron Age hillforts being found in the local area. Winchester was an important city in England until the Norman Conquest and was the Capital of Wessex and is said to be home to King Arthurs Round Table.

Therefore, through our history curriculum, we will give our children:

1. A good knowledge of the rich local history and how this interweaves with national and international history, making reference to the rich archaeological treasures and sites available to study nationally and locally.
2. As there has been little migration into the area, it is also important that children have their awareness and acceptance of diversity and different cultures heightened with an understanding of the migration caused by invaders to the area throughout local history.
3. Understanding of what other cultures across the world were achieving and accomplishing at the same time during periods of our history will also increase children's understanding and awareness of different cultures.

Implementation of our History Curriculum

The implementation of history is supported by:

Scheme of Work

- A 2 year cycle scheme of work which ensures that all children have a broad balanced history curriculum. History is enquiry based as this is how historians learn about history. Each topic has an outcome or end point designed so that the children can demonstrate their learning through the topic.
- The scheme includes many local history topics such as King Alfred in Winchester and the Saxons, Florence Nightingale, and the Titanic which sailed from Southampton. Local history is woven into other topics such as World War Two.
- Substantive knowledge (content) is built upon so that children are being prepared for future learning. Example: Year 1 and 2 changes to living memory Toys prepares children for the topic in year 3 and 4 focusing on Changes to Leisure and Entertainment through History. Or studying the Roman Empire and civilisation in year 3 and 4 prepares children to study The Mayans in year 3 and 4 which build for learning about the Ancient civilisations, Egyptians and Greeks in year 5 and 6.
- Conceptual knowledge is developed through our History Threshold Concepts. These enable children to revisit and develop their conceptual knowledge through these threads. These are then tracked through our Threshold Concept Overview.

The History Threshold Concepts are:

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| Understanding Chronology This concept involves understanding how to chart the passing of time and how some aspects of history studied were happening at similar times in different places |  |
| Investigate and interpret the past This concept involved understanding that our understanding of the past comes from an interpretation of the available evidence |  |
| Build an overview of world history This concept involves an appreciation of the characteristics of the past and an understanding that life is different for different sections of society. Includes causes and consequences |  |
| Communicate Historically This concept involves using historical vocabulary and techniques to convey information about the past. |  |

Vocabulary and Abstract Terms

- Within our scheme and progression and assessment documents, subject specific vocabulary is identified which should be taught within each topic.
- Abstract terms have been identified for which children will build a definition of the word and be able to give historical examples of the context. This is because they are identified and taught in topics across school. The abstract terms we focus on are:
 - Migration
 - Civilisation
 - Monarch
 - Power
 - Government
 - Class

Enrichment

- Trips and visits to local sites of historical significance are planned into the scheme of work. These are planned into the scheme and are an important part of the learning journey, supporting the acquisition of substantive and conceptual knowledge and encouraging enjoyment and curiosity within the subject.
- We have access to the Hampshire History Box and Library Service to support and enhance teaching.
- Where possible, we speak to local residents to support us. For example, to talk about toys from the past or to explain changes to entertainment.

Support for Staff and Subject Knowledge Development

- In our small school, it is not always possible to have an expert in each subject within the staff. Therefore, we use the National College as well as Hampshire to support subject leaders to develop their own expertise. We also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.
- The subject leader has written the scheme of work, supported by planning available from Hampshire History Centre.
- Subject leaders have compiled a support for SEN document which supports teaching in identifying how to support children with additional needs so that all children have access to the full curriculum.
- Medium Term Plans are planned by teachers based on an enquiry approach. This is supported and evaluated by the subject leader.

How this Subject Works Alongside Others

- Where possible cross curricular links are made with other subjects. Where clear links with other subjects are made (for example art, DT, Geography), these are mapped out on our curriculum map. Our curriculum map is designed by subject leaders and the Curriculum Lead has overall responsibility for ensuring accuracy.
- Where possible, links are made with core subjects. Where there is a written outcome, this will be a site of application writing task where children have the opportunity to demonstrate their writing skills. These skills can be quickly revised; however, history lessons should not become English lessons but keep the focus on the historical content and understanding.
- In all topics, there are opportunities for cross-curricular links within specific lessons. An example is using geography maps skills to identify where in the world the people being studied lived or reviewing work on rivers in geography when learning about how rivers impact on ancient civilisations (The River Nile in Egypt).
- We aim to develop children's understanding of different cultures and diversity by focusing on migration – what pushes and pulls there are when people migrate. Links are made to modern day migration to support children's understanding of how pushes and pulls are similar and different

Early Years

In Early Years, history is taught through a topic-based approach which is developed each year through the children's interests. Teachers plan short topics based on the needs and interests of the children. Children can achieve these through continuous provision with enhancements adjusted to the children's needs, through child-led or adult-led activities. The Early Years Leader has developed progression maps which identify which skills will be taught at which stage to support children's historical development so they are ready for year 1 learning. We anticipate seeing history in the Early Years through the following areas and specific goals:

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| Communication and Language | <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; |
| Literacy | <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; |
| Understanding the World | <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; |

Impact of our Curriculum

Assessment and Progression

- Progression documents inform teachers of the level at which each class or year group need to be working to achieve age expectations.
- At the end of each unit is a final outcome where children are able to demonstrate what they have learnt
- Teachers assess children's understanding of concepts and knowledge through observation and the final outcome and record this on wider curriculum assessment records. These are then used to inform future planning.

Monitoring and Pupil Voice

- Subject leaders evaluate the understanding of conceptual knowledge and abstract vocabulary through pupil voice of different groups of children and abilities. This supports the subject leader's evaluation of the subject.
- Subject leaders regularly scrutinise children's work in books to evaluate impact of teaching, advise the teacher on even better if and identify next steps in CPD
- How teachers have adjusted their lessons and supported children with additional needs so that all children have appropriate stretch and support.