



Aspiring Ashwood

History

History

Intent



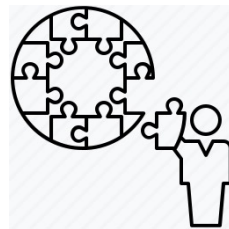
As community aspirations for our children are often low, the DREAM when starting at Ashwood for every child is for them to be inspired by History and to understand the significance of learning Historical skills that they can apply themselves to any future role or career. We want Ashwood children to have a thirst for learning about the past and to use this knowledge to shape their future; understanding that their future isn't fixed, and they can change it. As the children at Ashwood do not typically experience visits to Historical places in England, we have an expectation that children will visit Historical places throughout their time at Ashwood to broaden their wider knowledge and build our children's cultural capital beyond where they live. As we have a diverse ethnic mix of children at Ashwood, who come to us from many corners of the world, we have ensured that the British History they learn constantly makes links towards the wider world to ensure that all the children have a sense of belonging and an appreciation of their heritage.

Planning



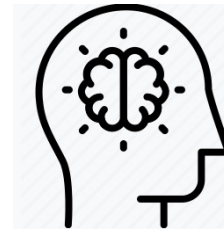
The knowledge, skills and understanding that the children will be taught on their Ashwood journey is clearly mapped out. Teachers use this to plan their sequences of learning. History is a driver for our Creative Curriculum and is taught through the Global Theme conceptual lenses. The knowledge children will learn has been carefully selected for the children at Ashwood, and has been mapped out to ensure that knowledge, skills and understandings link across topics and year groups. The planning is progressive and engaging. The long term planning is based on the National Curriculum. However, we exceed the requirements across the key stages in order to provide our children with the knowledge they need to be global citizens. History is planned in chronological order from year 2. Children begin EYFS looking at their own history, and as they move through KS1 the history focus widens to their families, people they know, the area they live and then significant people.

Implementation



History is taught through an inquiry approach where ever possible. This allows the children to use their historical skills and knowledge to arrive at deeper conceptual understandings themselves. It is this deeper understanding that is transferrable across time and situation. Low stakes quizzing is used to embed knowledge and make it sticky. Retrieval strategies are used throughout sequences of learning to ensure that the children know and remember more. Historical enquiry skills are taught alongside the teaching of knowledge to ensure that the children have the opportunity to be historians themselves.

Assessment



History assessment has been broken down in to 5 strands which have been pulled from the aims of the National Curriculum. These strands are: chronology, characteristic features, causality, interpretation and enquiry. Each term teachers assess their children against these strand statements to determine whether they are meeting the year group expectation. The analysis of this informs future planning at child, cohort and whole school level. Knowledge is assessed through spaced retrieval strategies used weekly throughout their time at Ashwood. Activate sections of lessons also assess retention of knowledge.

Enrichment



Children will learn about areas of significant historical interest within their local area and the History that influenced this. In addition, they will learn about current topical historical events - in their lifetime and beyond - plus influential figures (our class names linked to key attributes of an Ashwood child). Children will be involved in theme days where they are immersed within a time-period (Viking, Tudor, Anglo-Saxon, Explorer, Ancient Greece, Ancient Egypt, Stuarts) with the aim of further understanding the topic and appreciation of that time-period and significance of it. Opportunities to explore artefacts, sources and music from a specific period of History. Children will celebrate key historical events. They will have opportunities to re-enact key battles from History (Viking, Battle of Bosworth, English Civil War, Battle of Stamford Bridge/Hastings). A wide range of Trips and visits to key Historical places take place across the school.

Linking Learning



Each time history is taught, it contributes to one of our 'Global Themes'. This ensures that new knowledge is linked back to key concept for the children to deepen their understanding. Our history curriculum is knitted together with our other subjects which ensures that clear links are made between year groups, subjects and topics. Teachers use retrieval techniques to ensure children have the prior knowledge in which to link new learning so that can know more and remember more. Links in learning are made explicit to the children across subjects, terms and year groups.

History

National Curriculum



Exceeding Curriculum



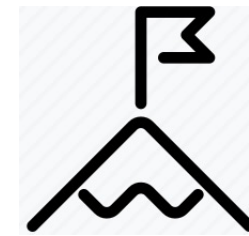
The Ashwood Children



Ambitious for DP, SEND and EAL



How is it challenging?



An Ashwood Historian



Our history curriculum fulfils the requirements of the National Curriculum. All aims and subject content statements are met by the time the children have completed their Ashwood Journey. Some KS2 objectives in terms of historical subject content are introduced in KS1 (year 2) this is because we go on to exceed the National Curriculum requirements in UKS2 in order to meet the needs of our children and achieve our curriculum intent. In addition to this, studying these objectives earlier builds on and provides prior knowledge, building blocks for other subjects.

In order to delve more into the NC aim of gaining historical perspective on social justice, we exceed the subject content objectives by studying slavery in UKS2. Also, due to the community context, we have also included a historical topic on refugees and how this looks today. This builds empathy, acceptance and tolerance in our children and community. Roman Empire and its Impact on Britain - we look in depth at this, spending a full term to ensure a deep understanding. We use 2 different conceptual lenses. We study both world wars through 2 difference conceptual lenses, this provides a basis for local history studies too and looking at change over time.

Deliberate curriculum choices have been made, where possible, to ensure the curriculum is relevant to the Ashwood children. Our history curriculum begins by centring around the child's history and then branches further out to their family, the local area and then beyond. Our history topic choices we made to ensure children know more and remember more through linked learning, therefore, many history topic choices go hand in hand with the sequencing of geography. We know that our children lack cultural capital and knowledge of the world and the influences that led to life today so we have ensured that our history curriculum is broad and full, often choosing more than one suggested option from the NC.

Our curriculum is ambitious for all children. All children have access to the curriculum and to ensure that children can access it, we ensure that for disadvantaged pupils, we include:

- Experiences of different places (visits/videos/photographs/technology)
- Bringing the outside world in (visitors)
- Being 'a time-period' for the day (different groups coming in)
- Theatre in Education projects

For our SEND and/or EAL children we include:

- Visual representations
- Real-life experiences (through technology and field-trips)
- Acting things out through drama and song
- Dual-coding throughout lessons
- Communication in Print

Concepts that are mapped out which are especially challenging include:

- Ancient Greek influence on the modern world (this is why we do this in year 4)

- Concurrent timelines
- World War topics in current situation in the news.
- Concept of 'ancient'

Having studied our history curriculum, an Ashwood child will leave us:

- With an appreciation of their past
- An understanding of chronology
- An understanding of civilisations and how they have changed over time
- Knowledge and experience of using sources (primary and secondary) and ability to evaluate the credibility of these.
- Understanding of the contributions of different societies and their impact on us today
- The ability to use facts and inference skills to create conclusions
- An ability to research using various sources and technology
- With debating and communication skills