



Whole school activities.



Fun practical activities to provide 'sticky learning' activities.



History through art.

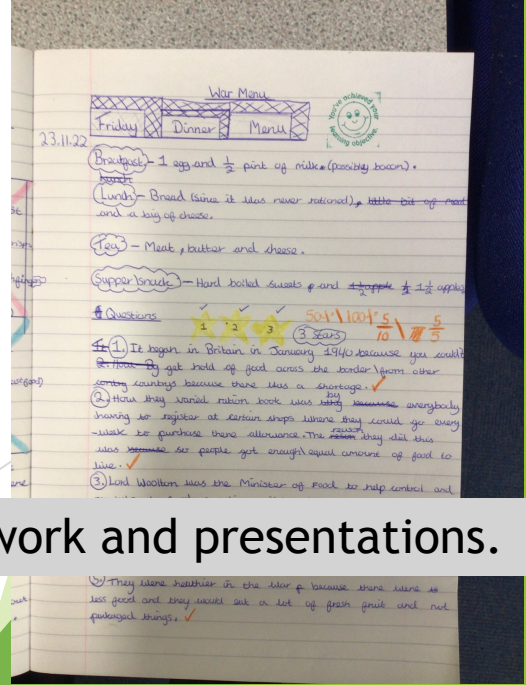
History at Manor Road



Research and discussions



Timelines in each class built on each year.



Written work and presentations.

History is my favourite subject because it is so fun. I love learning new facts! Eva

Thanks for the fun activities from the sticky learning course. The suitcase activity was great! I used the suitcase activity and it was fantastic for engaging the children's interest. All the children could access it at their own level. Carol A

History is brilliant! I love it. It is so much fun! We learnt all about the soldiers in WW1 and we should always remember them! Ella

I think History is great because it links to our everyday lives like WWI and WWII links to what's happening in Ukraine right now. James Year 6

I love History it is so much fun. We learn lots of fun facts. Sometimes it can scary like the Great Fire of London but we need to know things that happened in the past so we can use it to make our future better! Jessica Year 2

History is just the best subject! I like remembering the important dates. My dad is always impressed with all the facts I remember and teach him! We did a timeline about the great fire of London where we did some acting and it was so much fun! James Year 1

What a lovely morning, the children loved it as did I! It was really nice to come into school and the shortbread biscuits were lovely too! Harry's Grandad Elm

Strengths in History at Manor Road

- Children here at Manor Road love History with nearly all children spoken to in the pupil voice sessions saying it is their favourite subject as it is fun and they learn lots of fun and interesting facts.
- Staff love teaching history. Planning is fun, practical and makes learning 'sticky'. Children are retaining lots of facts, key dates and have a great understanding of vocabulary linked to units.
- Children's chronological understanding has improved through the timelines up in walls.
- In class children are highly motivated to learn History and are engaged within History lessons.
- Staff speak highly of it and are confident in teaching history. They are confident in what History looks like in their year group and what in the skills children will learn in order to progress across the year groups, building on knowledge and skills each year.

Areas for Development in History

- ▶ Diversity in units including local history/people of significance from our local area - this is something we are going to be looking at the next alliance meeting in April.
- ▶ Displays - Vocabulary for unit displayed and recapped each session so children understand what the words clearly mean.
- ▶ Pre/post learning tasks - recap on previous learning. We had a discussion in a staff meeting about having a box with pictures, words and items from previous units that move up to the next class.
- ▶ use of more artefacts through library loan boxes.
- ▶ Arrange more visitors/visits where possible.

Context of school and needs of our children.

At Manor Road we believe that a high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's curiosity to know more about the past. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

- ▶ Personalisation on planning - this is especially important in the EYFS and knowledge and understanding activities about 'past and present' are planned around the interest of the children but also link to the progression of skills and start in preschool with today, yesterday, tomorrow moving to past, present and future in Reception to specific key dates in history units in year 1-6.

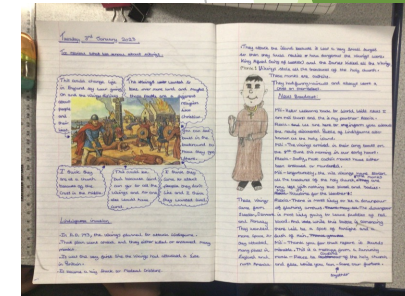
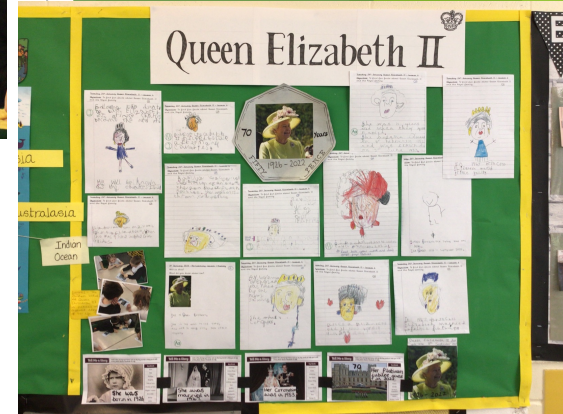
Discussions and sharing ideas in partner work.



To realise this vision, we aim to...

- Ensure our school is a nurturing and happy family where everyone is valued for their individuality within a safe and secure environment.
- Equip children with the resilience and perseverance to become creative, independent thinkers.
- Encourage learning for life within an ever-changing world.
- Foster an enquiring mind in order to stimulate reflection, challenge and innovation both inside and outside the classroom.
- Provide first hand experiences in order to develop in our children a love of learning, a pride in their work, respect for their surroundings and good relationships with others.
- Promote rights and attitudes of care, tolerance, trust and respect through a broad and balanced curriculum.
- Build strong, collaborative partnerships between the school and wider community.

Queen Elizabeth II/King Charles/Ukraine/Turkey Earthquake



Impact as a Subject Leader

- ▶ Every half term I look at plans, work, talk to children about what they have learnt through specific vocabulary, check the long term plan and collect photographic evidence of history uploaded by staff to add onto the website. This is ongoing as the photos have to be a video and I am still learning!
- ▶ I have met with my ambassadors and explained their role and have asked the children to monitor displays in their classrooms and ask staff at the end of each term if any resources are needed.
- ▶ I look at data regularly (this is strong in History). Children who are normally low in certain subjects like maths and English are achieving the expected level in History.
- ▶ The long term plan has been updated with EYFS bits on and the key vocabulary has been added on. I can now use this to pick out vocabulary to ask the children about.
- ▶ The intent, implementation and impact statement is on the webpage and will continue to be updated with photographs of history at Manor Road.
- ▶ I sent out a questionnaire to staff asking about their confidence of history, what resources they had and anything they would like in terms of CPD and resources. From the feedback given, ideas for fun activities and a shortness of artefacts came up on most.
- ▶ I went on a 'sticky learning' course. Fed back the latest information from my 'sticky learning' course at a staff meeting and ran through some fun activities that could be done in school e.g. suitcase as a hook and recap treasure box.
- ▶ Staff were given all the information on useful websites and how to order the Lancashire artefact loan boxes.
- ▶ Met with the history alliance about Ofsted and fed this back to staff with questions that some schools had been asked about History. These could be used for any subject.

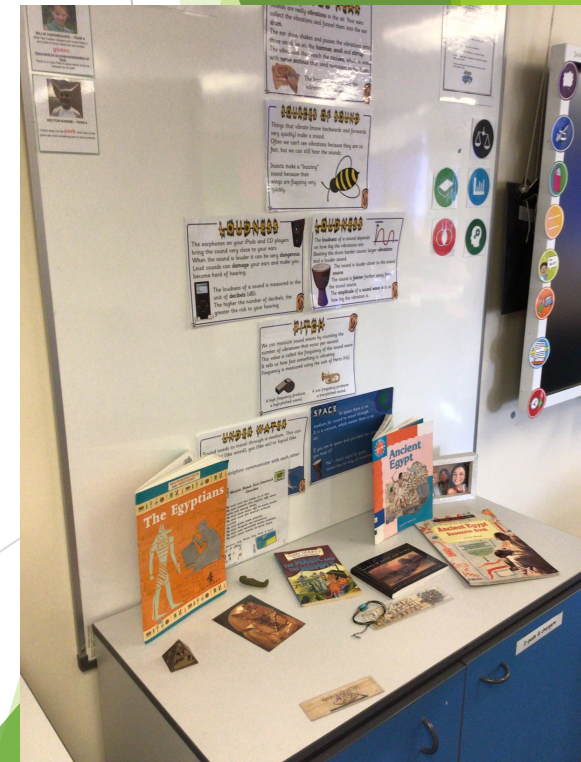
Progression in History

Progression in history is characterised by knowledge, concepts and skills. These are the building blocks upon which children make progress in history over time.

- ▶ **Knowledge** - as children progress, they should engage with an increasing breadth, depth and complexity of historical content.
- ▶ **Concepts** - as children progress, they should develop and apply their conceptual understanding of history as a process, ‘doing history’ across different history topics:
 - Chronology
 - Causation
 - Change
 - Features/diversity
 - Interpretations.
- ▶ **Skills** - as children progress, they should develop and apply their historical skills across different history topics:
 - Enquiry
 - Using and analysing evidence
 - Presenting and communicating.
- ▶ The most important thing to remember is that these building blocks are interrelated and all planning focuses on aspects of all three.

HISTORY SKILLS PROGRESSION						
Key Learning Linked to Past and Present		Historical Development				
EYF5	Past and Present ELOs	Communication Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people.	Chronology Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people.	Concepts Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people.	Skills Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people.	Knowledge Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people. Use appropriate language to describe, explain and compare past events and people.
	KS1	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; Know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristics features of past non-European societies; achievements and failures of ancient civilisations; the growth and decline of the Roman Empire; the rise and fall of the Byzantine Empire; the Islamic Empire; the Viking and Anglo-Saxon invasions; the Norman Conquest; the Hundred Years' War; the Wars of the Roses; the Tudor and Stuart monarchies; the English Civil War; the Industrial Revolution; the Victorian and Edwardian eras; the First and Second World Wars; the Cold War; the post-war world; the 1960s and 1970s; the 1980s and 1990s; the 21st century. 				
N.C. Research Skills	KS2	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; Know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristics features of past non-European societies; achievements and failures of ancient civilisations; the growth and decline of the Roman Empire; the rise and fall of the Byzantine Empire; the Islamic Empire; the Viking and Anglo-Saxon invasions; the Norman Conquest; the Hundred Years' War; the Wars of the Roses; the Tudor and Stuart monarchies; the English Civil War; the Industrial Revolution; the Victorian and Edwardian eras; the First and Second World Wars; the Cold War; the post-war world; the 1960s and 1970s; the 1980s and 1990s; the 21st century. 				
	KS3	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; Know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristics features of past non-European societies; achievements and failures of ancient civilisations; the growth and decline of the Roman Empire; the rise and fall of the Byzantine Empire; the Islamic Empire; the Viking and Anglo-Saxon invasions; the Norman Conquest; the Hundred Years' War; the Wars of the Roses; the Tudor and Stuart monarchies; the English Civil War; the Industrial Revolution; the Victorian and Edwardian eras; the First and Second World Wars; the Cold War; the post-war world; the 1960s and 1970s; the 1980s and 1990s; the 21st century. 				
Areas of Study	Y1	Y2	Y3	Y4	Y5	
	Y6	Y7	Y8	Y9	Y10	
Chronological Understanding	KS1	KS2	KS3	KS4	KS5	
	KS6	KS7	KS8	KS9	KS10	
Knowledge & Understanding of Past Events	KS1	KS2	KS3	KS4	KS5	
	KS6	KS7	KS8	KS9	KS10	

- ▶ How do I build progression into my Key Stage planning for history?
- ▶ Across the Key Stages, we provide children with sufficient opportunities to:
 - ▶ • ask and answer more complex questions about the past
 - ▶ • make links and connections between different historical topics
 - ▶ • develop their conceptual understanding through studying different historical topics
 - ▶ • develop their proficiency and confidence in the use of historical skills (see key skills progression sheet)
 - ▶ • develop an increasing ability to apply skills across different historical topics
 - ▶ • use a greater depth and range of historical knowledge to provide more reasoned explanations about the past
 - ▶ • become more independent in their learning especially for more able children
- ▶ Making learning ‘Sticky’ is at the heart of all planning - vocabulary walls, timelines, displays, fun and engaging hands on activities.



Progression in History at Manor Road

► Chronological understanding - Timelines through school



Christmas in the Past

History Ash Class

Understanding the World
Past and Present

- 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.

To teach and inform Ash Class about past and present, we created a classroom display which is filled with pictures of the children from previous Christmas! (in the past). We also explained that the past is something that has already happened, whereas the present is what is currently happening.

EYFS

KS1

Queen Elizabeth II Cut and Stick Timeline

Aim: I can order dates from earliest to latest on a timeline.

Tell Me a Story

Tell Me a Story

Tell Me a Story

Tell Me a Story

Platinum Jubilee 2022
A year of celebrating

The Fire of London 1666

King Charles II

Water squirter

fire hook

diary

Samuel Pepys

St Paul's Cathedral 1666

Tower of London 1666

Sir Christopher Wren

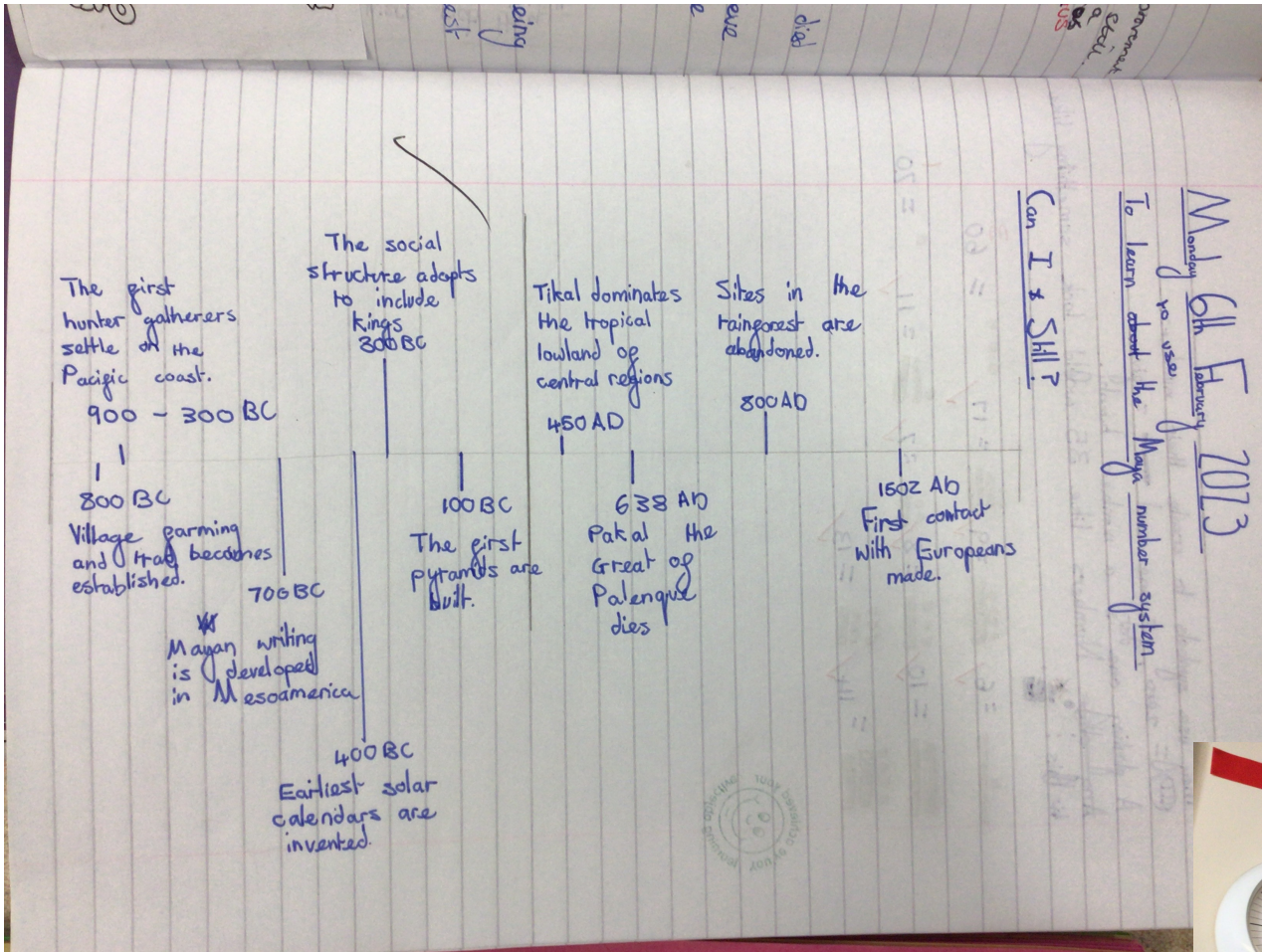
River Thames

Thomas Farriner

bakery

fire

Year 1 Common Exception Words



KS2



Class timeline - year 4

Moving forwards

- ▶ I will be applying for the History Quality Mark in April which is a 15 month rolling cycle which will hopefully improve our standards further.
- ▶ Set up vocabulary sheets for History.
- ▶ Spend more time with the ambassadors.
- ▶ Meet with the other members of the history alliance to discuss diversity and how we can add more into our history planning as well as more local history.
- ▶ Try to raise more money for loan boxes - whole school history day to raise money for boxes.