

Purpose:

Our Trust exists to create transformational educative opportunities in a shared culture of collaboration.

History - Conception of Quality

Studying the past is enriching and special. We encounter the events and people that have shaped our world and island. We begin to understand how historians construct accounts and make claims about all that has gone before. Above all, history is a discipline steeped in learning - learning about who and what we have become, and what that might mean for today and tomorrow.

Contents

- * This document sets out our shared 'conception' of effective history teaching.
- * It draws upon our collective expertise and is **evidence/research informed**.
- * It references insights from Ofsted, the DfE, the EEF and other organisations invested in research and 'best bets'.
- * This is not an exhaustive list of factors that can create quality!
- * Our key reference points for statutory requirements are: [The National Curriculum](#), [The Ofsted handbook / research and reports](#) / & [SEND COP](#).

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The Curriculum - what we want children to learn



Substantive Knowledge: knowing about the past

Key curriculum thoughts:

- ⇒ The history curriculum is founded on the principle of storytelling. We share rich encounters from the past that begin in the early years. These encounters are carefully crafted - they set out 'knowledge of other past societies, of recurring terms, concepts and phenomena' (Ofsted 23).
- ⇒ Over time historians have agreed ways of looking at the past - we call this disciplinary thinking - it guides how we find things out.
- ⇒ **CONCEPTS** - the number of substantive concepts can vary depending on content. The number of disciplinary concepts is more fixed though academics emphasise strands in different ways.
- ⇒ **Children make progress by a) knowing about the past and b) knowing about how historians investigate the past.**

Topic Knowledge

- ⇒ Leaders and teachers can exercise **substantial choice** over what is taught and when - the NC should guide this thinking. The topics taught for selection should **collectively tell one coherent story** from early years onwards.
- ⇒ **Substantive concepts** play a critical role in storytelling. The concepts help **bind** the topics and support children to make links across time.
- ⇒ Teachers should be alert to how this knowledge of topics **interplays** with disciplinary knowledge - 'this is because knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge' (Ofsted 2023).
- ⇒ Some knowledge is '**core**', some is more '**hinterland**'. Core knowledge provides a basis for what is learnt in the future and is therefore **generative (it expands schemata)**. Hinterland knowledge helps tell the story in the moment.

Chronological knowledge

- ◇ Developing a mental timeline of the past through the overall story/curriculum/boxset that is taught is critical.
- ◇ CK isn't just about when things happened - it is about how and why events happen in the order that they do - this builds a rich internal story/organising framework about the past.

Substantive Concepts

- ◇ Concepts feature regularly throughout the study of history e.g. invasion, monarchy, trade, kingdom, revolution etc.
- ◇ Concepts are therefore important to children's understanding of new knowledge.
- ◇ Concepts should be identified & taught.



Disciplinary Knowledge: knowing how historians investigate the past.

- ⇒ First and foremost, children need secure substantive knowledge about topics, chronology and substantive concepts to make sense of disciplinary knowledge.
- ⇒ Care is therefore taken to **introduce DK at the right time** e.g. learning and understanding this knowledge should not be prioritised over fundamental skills in reading, writing and maths.
- ⇒ Over time, children in key stage 1 and 2 will be taught how historians investigate the past and this will become an **increasing focus** into key stage 3 and beyond.
- ⇒ Similar to science, strands of DK have been developed by academics to form a **consensus about the claims**, accounts and arguments that are made.
- ⇒ Children develop their DK in the same way as substantive concepts i.e. **over time and in incremental complexity**.

Cause and consequence	Similarity & difference	Significance	Continuity & change	Sources	Interpretations
Why events or changes in the past happen. Consequences are what happens as a result of an event.	Diversity. This is the study of differences between people such as differing experiences of poor and rich people.	This refers to what historians think has been crucial or influential in history. This can change through time.	Continuity is when things stay the same. Change is when things become different.	Sources are evidence from the time such as diaries, archaeological finds, artefacts, newspaper reports etc.	Interpretations are made after the time using sources. Examples include historians, films, artistic interpretations.

Pedagogy - how we help children to learn



We use Rosenshine's principles of instruction to help guide our approach to teaching (image reproduced here from Tom Sherrington).

Review - 'the most important single factor influencing learning is what the learner already knows' (Ausubel) - this should be the overriding thought as teachers plan for history. Activating relevant prior learning is crucial.

Questioning - we need to ask lots of questions in depth and encourage children to increasingly structure their thinking around substantive and disciplinary concepts over time. Emphasis on disciplinary concepts will be more prominent in key stage 2 and 3.

Sequencing concepts and modelling - 'memory is the residue of thought' (Willingham) - thinking carefully about what children 'attend to' is the secret to remembering. Well designed activities, that are appropriately sequenced and chunked are important. There should be ample practice at every stage. Clear worked examples (modelling) and structures and supports to manage cognitive load (scaffolds) help children journey from novice to expert.

Proficiency requires Practise - practice through different stages from guided to independent as children build automaticity.

Adaptive teaching - teachers are alert to the '**demands that learning places on memory**' and they make changes to their approach accordingly.

Assessment - checking what children have learnt

Effective assessment is based upon a strong knowledge of its purpose and the intended curriculum

Assessment is understood in three ways: '**for**', '**of**' and '**as**'. There is considerable overlap between each approach...

Assessment for learning (formative) involves providing feedback for practitioners and children that is used to improve teaching and learning. It is used in an 'live' way to adapt the curriculum e.g. checking that children are constructing a strong mental timeline that helps them organise topics and concepts when studying past.

Assessment of learning (summative) identifies when specific curriculum goals/end points have been achieved - it is less frequent than AFL and has limitations as it often provides more limited information about children's security with smaller steps e.g. end of key stage tests such as SATs.

Assessment as learning (the testing effect) draws on the cognitive principle that children are likely to remember knowledge that they re-encounter and retrieve from their long term memory e.g. providing planned opportunities for children to re-encounter substantive concepts and use them in their speech and writing.

Assessment discussions should particularly focus on the needs of the **lowest attaining pupils** - are they building a sound knowledge of history?

Monitoring and Governance



Monitoring:

- ⇒ This COQ is used to evaluate the impact of the teaching of history.
- ⇒ There should be a clear focus to monitoring which utilises the **pupil book study** approach we are learning as a Trust.
- ⇒ Ideally, a whole school monitoring schedule, aligned to training, should set out the priorities for the year ahead.

Link Governor visits prioritise 3 themes:

1. Discussing the effectiveness of history with leaders (with reference to this COQ, the local action plan and outcomes).
2. A focus on the security of **substantive and disciplinary knowledge, how these build over time and the rich stories children can tell.**
3. The quality of staff training - what is the impact on teaching? What do children know? What can they do?

SEND and Inclusion



Every teacher is a teacher of SEND.

- ⇒ Where appropriate and possible, staff should provide pre-teaching and extra practice as children encounter new and/or more complex knowledge
- ⇒ As much as is possible pupils access the whole history curriculum with appropriate adaptations. Refer to our Trust wide **COQ for SEND.**

Principles for securing 'Greater Depth':

- ⇒ The principles within this COQ result in children acquiring increasing fluency in recall of both substantive and disciplinary content.

Resources, Environment & Culture



The environment services the history curriculum.

- ⇒ There are dedicated displays that reference and serve to remind children of the substantive and disciplinary content that they are learning.
- ⇒ The acquisition of vocabulary is carefully thought through - the whole curriculum is discussed and understood by staff.
- ⇒ Historical sources, evidence and resources are carefully chosen to support children's mastery of the curriculum.
- ⇒ Pupils are supported to select ambitious texts that relate to their studies in history and support their growing background knowledge.

Subject Myth Busting



Some common myths about history:

- ⇒ **Memorable activities and tasks shape what is remembered in history - it is a focus on this pedagogy that make it interesting and a subject of choice.** No activity, no matter how exciting, is more important than the teaching the intended curriculum. The quality of storytelling and development of concepts lies at the heart of high quality provision.
- ⇒ **History is about remembering dates, events and people.** This is one strand of history teaching but children can answer questions about history in many different ways e.g. Tell me about the second world war..

Child A: It lasted from 1939-1945 and was started by Nazi Germany when it invaded Poland. The nazis had a leader called Adolf Hitler.

Child B: I'm not sure of the exact dates. But around 80 years ago Germany began invading land in Europe to build its empire. Two main forces, the allies and axis powers fought for many years.

Early Years - Firm Foundations



The history curriculum begins in the early years - this is where firm foundations are established:

- ⇒ Quality interactions lead to effective communication and language which is at the heart of provision.
- ⇒ The 'understanding the world' curriculum provides the starting point for the whole progression model.
- ⇒ Planning details the vocabulary (especially tier 2/3 words) that children will be introduced to. There are opportunities for children to practice and use the words they learn. This creates readiness for Key stage 1 and beyond.

Research, reading and Staff CPD



This document, and practice within provision, are informed by:

Ofsted [research review](#) and [subject report](#)
[Rosenshine's principles of instruction](#)
[researchED series](#)
[Historical Association](#)
[National Curriculum](#)
[The EYFS Framework](#)

You can find out more about our curriculum for leaders and teachers of English at:
[Creative Learning Hub.](#)

Our Trust Vision:

Our vision for pupils:	Our vision for people:	Our vision for communities:
<ul style="list-style-type: none"> 🌟 Strong attendance and outcomes for all. 🌟 Freedom and Justice. 🌟 A knowledge rich curriculum. 🌟 Research/evidence informed teaching. 	<ul style="list-style-type: none"> 🌟 Collaboration and kindness. 🌟 Opportunities to develop and learn. 🌟 A focus on wellbeing and workload. 	<ul style="list-style-type: none"> 🌟 Schools at the heart of the community they serve. 🌟 A range of benefits to support families and vulnerable groups. 🌟 Ongoing support as pupils transition to their next school and beyond.

Our Trust Values:

Integrity: Courage to do the right thing for the child.	Collaboration: Working together, enabling each other.	Dedication: Committed to supporting and improving.
Kindness: Acting with compassion	Understanding (Openness): Listening and valuing one another	Innovation & Creation: Using expertise and research to transform.