

History at Westfield



Intent

At Westfield Primary, we use History topics from the national curriculum to implement Westfield's specialist curriculum. The children develop subject knowledge, inhibition, communication and attention skills in the context of history topics. Understanding children's inhibition, communication and attention skills, enables teachers to deliver history lessons that appropriately challenge the children in their class. Furthermore, developing children's enquiry skills (for example, noticing "what is the same and what is different") help lay the foundations for historical skills (for example, making comparisons between the past and present).

At Westfield Primary, we recognise that our children struggle to grasp concepts (such as the passage of time) and especially struggle when they are taught in an abstract way. Therefore, we value good quality resources so children can access the learning. Where possible, we provide children with artefacts to touch and explore, making learning meaningful and memorable. The school are currently in the process of expanding their practical history resources. Pictorial resources are also crucial in developing and expressing children's historical understanding. Visuals are significant in providing our children with an accessible and engaging history curriculum at Westfield Primary.

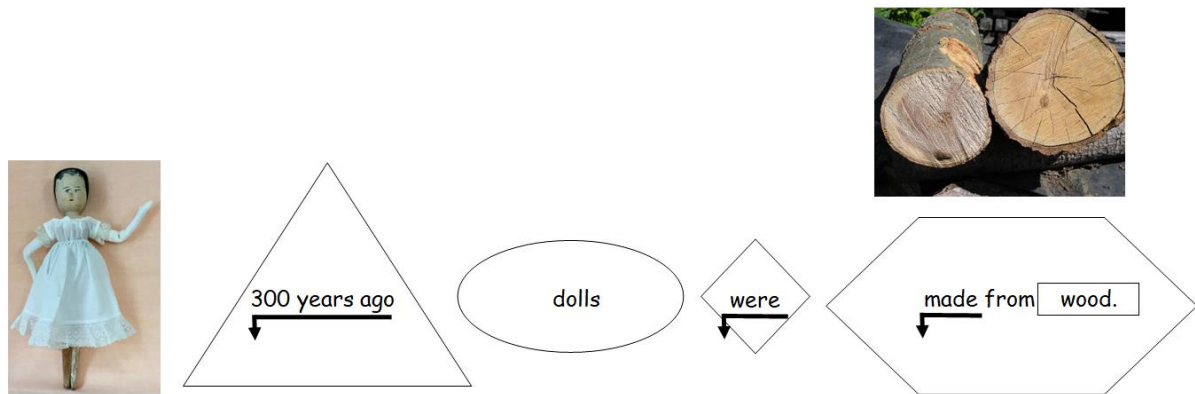
As Westfield is a school for children with significant communication difficulties, our children often struggle with the language that underpins history teaching. The speech and language team work closely with the children and teaching staff to help develop children's understanding of language and communication. The speech and language therapists work with class teachers to deliver new language for topics.

The school also follow the speech and language tool of SHAPE CODING™ for sentence structure (embedded throughout the school curriculum), which is used to support the use of tenses. SHAPE CODING™ supports the children to use an adverb of time in sentences, when appropriate. This adverb of time is represented in triangle (see below). This triangle can remind children to reference the 'time word' when speaking or writing. A verb is represented in a hexagon. Once children begin to learn the past tense, arrows under the verb, are introduced to signify its tense (see below).

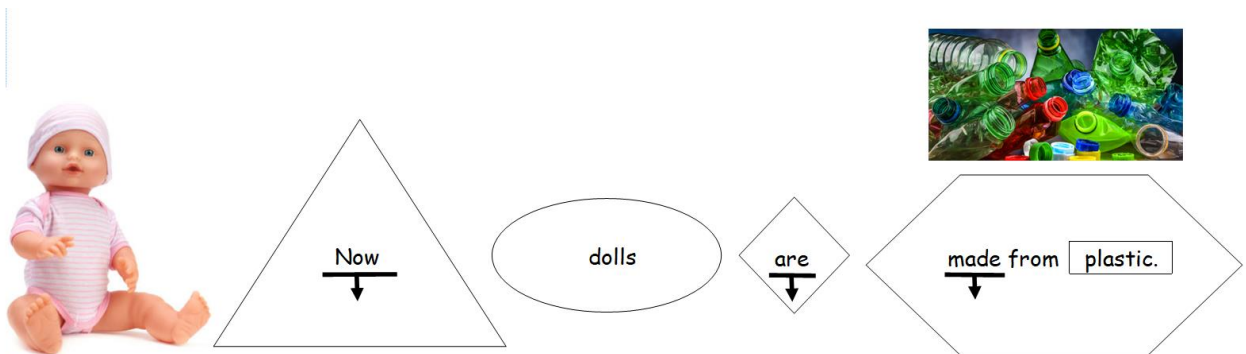
Past Tense:



Past Tense:



Present Tense:



It is our hope that History at Westfield inspires a curiosity about the world around us and how it changes over time. We hope that the children at Westfield can talk about their world happily and in a clear manner.

Implementation

We teach history skills through a spiral approach, revisiting skills each year. As a specialist education school, we have a high mobility of students. Our spiral curriculum allows for pupils to develop their history skills, irrespective of when they join our school. Furthermore, it helps children practice and generalise their skills. These skills are:

- Identifying
- Sorting
- Comparing
- Sequencing
- Reasoning 'why' a specific change happened (this is challenge to extend pupils).

Throughout each topic, we revisit the historical skills.

In Pear and Cherry Base, history is taught in 2 topics each academic year on a three-year cycle. In Apple Base, children are working on the skills needed in order to access a broad history curriculum. They are therefore developing their attention, communication and inhibition skills. Apple children are introduced to some early historical skills of identifying, sorting and sequencing. This is repeated each cycle to help with the children's retention of prior learning and to further develop their skills in a familiar context.

Within a topic, we split the learning into small chunks to meet the attention needs of the children. We will often revisit prior learning and content to help the children with their retention. When the children are ready to progress into Cherry Base from Pear Base, the spiral curriculum enables them to revisit similar topics and skills but with a progressively wider content. For example, Pear Base study "Changes Over Time in Bourne End" whereas, Cherry Base study "How Have People's Lives in Britain Changed Over Time?".

	Year A	Year B	Year C
Apple	What is the same? What is different? Who am I? Who are You?	What is the same? What is different? Who am I? Who are You?	What is the same? What is different? Who am I? Who are You?
Pear	How has Bourne End changed over time? How have toys and play changed?	How has transport changed over time? How did Mary Seacole and Florence Nightingale change nursing?	How has invention of electricity changed how we live? How have houses and homes changed?
Cherry	How did the Wright Brothers and Amy Johnston change how we travel? How did The Great Fire of London happen? Key knowledge	How has Communication between humans changed over time? Why did people move to the UK on The Windrush?	How did the First Moon Landing happen? How has how people in Britain live changed over time?

Links between History topics are made in other curriculum areas, for example, Literacy, Language and Communication, Science (materials) and Forest School.

Impact

The impact of our History teaching will lead to pupils being able to cue into the world around them and notice how it has changed in their life time. Learning History will help pupils understand that events have happened beyond their memory and have affected life today. This will develop the children's understanding of the world and their place in it