

Curriculum Statement for History



Belonging, Being, Becoming

Our principle aims, following the National Curriculum in England for history are for pupils to:

- for pupils to 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
- for pupils to know and understand significant aspects of the History of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements of mankind
- for pupils to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

We are dedicated to stimulating children to enjoy asking and answering questions about the past, as well as making full use of resources to support their learning.

The **core of our history curriculum** is the National Curriculum for England.

The Ofsted research review for history (July 2021), explained the importance of having ambitious goals for history in terms of broad substantive concepts that pupils should learn and the disciplinary knowledge about how historical accounts are created. The pupils are enabled to engage purposefully with the past through their topic knowledge and develop a secure overview of the main developments and periods in order to make sense of their knowledge.

Our history curriculum has been carefully planned in a logically sequenced progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year six. This enables our pupils to know more and retain more. The sequence develops pupils' historical knowledge overtime through a range of key concepts. The key concepts allow pupils to build upon prior learning of the past and apply this knowledge to their current area of learning. Usually this is through their understanding of historical enquiry and their ability to ask and answer questions about the past.

All children have access to a high-quality, ambitious history curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

In each year group, there is a **yearly curriculum map** which defines the key areas of history which will be taught throughout the year. This ensures that enough time is given and that coverage is allocated to each key area. To ensure high standards of teaching and learning in history, detailed unit plans support teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document the following is evident:

- Key stage concepts - Achievements, inventions and influence (EYFS and KS1) and settlements, invasion and influence (KS2).
- Specific year group objectives and vocabulary are presented to ensure planning for correct coverage.
- Historical strands – historical interpretation & knowledge; chronological understanding; historical enquiry and managing historical artefacts & sources to ensure that all areas of the National curriculum are covered

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new declarative and procedural knowledge. Within this document, key objectives, questions, and vocabulary are also outlined. Progression documents for history are used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum that builds on previously taught knowledge and skills.

At Sir Alexander Fleming, we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Inclusion – All pupils participate in physical education. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

History lessons involve a lot of abstract thought and pupils consider complex ideas. A lot of reading and writing is often required in History lessons. To include pupils with SEN and/or disabilities we consider what makes a topic difficult for certain pupils. Such as the level of contextual knowledge, the concepts, or the language used. We identify what pupils should be able to draw on from previous work, and the new things that need to be introduced to pupils, before identifying a series of questions and tasks that will make them accessible.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In History this is enacted through the ability to share their work with others, reflecting and evaluating on our work and having the courage and resilience to edit and make improvements. In addition, themes chosen for History encourage empathy and consideration of how it felt to live in different times.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In History oracy is developed through the opportunities to discuss, question and present through our units of learning.

Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, to offer experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In History, enrichment includes museum trips such as Blists Hill. We also have planned opportunities for History providers to come into school to offer the pupils hands on experiences such as the Stone-Age Experience. We use our local environment as much as we can.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At SAF we build physical activity into History using different methods of collaborating and sharing ideas

which encourage children to get up and move around the classroom. We use drama and role play as appropriate within our historical learning.

Within the EYFS curriculum history is developed through 'Understanding the World'. Within the Foundation Stage, pupils learn about similarities and differences between things in the past and now, drawing on their experiences as well as understanding the past through characters, settings and events encountered through books read in class & storytelling. Also, they talk about the lives of people around them and their role in society.

In Key Stage One, pupils are taught about changes within living memory; events beyond living memory and the lives of significant individuals and historical events from the past.

In Key Stage Two, British history is taught in chronological order, to support pupils with their chronological understanding. In addition to British history, children learn about the achievements of the earliest civilizations – an in-depth study of Ancient Egypt, Ancient Greece and the Mayans as a non-European society study. A local study is carried out in Ironbridge and surrounding areas looking at the industrial revolution during the Victorian period.

We deliver a variety of opportunities for history learning inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. Our pupils explore local museums, historical sites, and have visitors into school to share history learning and have hands on experiences. Speaking and listening opportunities are planned for, including debate, to develop their use of historical vocabulary. Within the lesson, teachers check pupils understanding effectively, addressing any misconceptions promptly. The curriculum is designed and delivered in a way that allows pupils to know more, find out information and remember more.

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will recap previous learning and then share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying

gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

As a school, we subscribe to the Shropshire Library Service (SLS) which offers a range of quality texts linked to the historical area of learning. Pupils read for meaning throughout lessons when carrying out research to retrieve information from historical sources. Artefacts can also be obtained from this service if appropriate.

Our pupils develop a sense of belonging in the world through the study of history.

The impact of our history curriculum is that:

- Pupils have secure chronological knowledge
- Pupils confidently ask and answer questions about the past
- Pupils apply previously taught learning of key concepts to current learning
- Pupil voice demonstrates that they enjoy History and recall their learning over time
- Pupils can explain which sources are most useful and identify relevant information to support their research
- Pupils are prepared for their next stage of education
- Pupils are prepared for a successful life in modern Britain and understand the role, contribution, and importance of different groups of people.