

CURRICULUM STATEMENT: History



Our Curriculum Intent for History

The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

EXPLORE PERSEVERE (BE) INDEPENDENT COMMUNICATE

We want our pupils to develop EPIC qualities and become EPIC learners.

E: We want our pupils to have a love of exploring facts, finding information and developing new skills; we want them to be inquisitive and enquiring.

P: We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere.

I: We want them to learn how to learn; to learn how to pursue lines of enquiry and interest themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The key characteristics that we have identified, and that we believe, will make a good Historian are:

- Taking part in lesson 'experiences' with artefacts and props that make learning memorable, fun and 'sticky'.
- Children exploring questions using sources and reflecting regularly on the answers to these questions.
- Having a continually developing understanding of time and how different events are ordered.
- Understanding and using specific and age-appropriate historical vocabulary.
- Discovering about, studying and comparing a range of civilisations and historical periods.
- Understanding why certain people made a significant impact in history.
- Understanding how historical people and events have impacted and influenced on the world today.

We believe that History should be an exciting adventure of discovery. Each lesson should pose a question and children will explore and try to answer these questions. They should have chance to discuss their findings and explain reasons for answers they have given.

Our Curriculum Implementation for History:

Our History curriculum is taught in themes and these are led by a sequence of questions a 'Learning Journey'. Each question guides the exploration for answers and the consequential use of skills. Learning will often be experiential and children will have the opportunity to discuss and investigate the question during lessons and then draw conclusions about what they think the answer is. The teacher will guide and gauge understanding using our agreed assessment tools (outlined below). They will alter teaching and planning accordingly from their findings.

Each history theme is introduced with reference to the chronology of previous topics (including those from previous years). The key knowledge and skills that children acquire and develop have been mapped with reference to our 'Core Learning' to ensure progression between year groups and throughout the school.

Key vocabulary will be referenced each lesson and through the use of our assessment tools we will measure the retention and understanding of this vocabulary and alter teaching and planning accordingly.

Opportunities to teach in a Cross-Curricular way are sought to make learning more immersive and 'sticky'. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified. Use of local artefacts, such as the use of maps and photographs, also support contextualised learning.

An example unit of work is detailed below:

Amy Johnstone
<ul style="list-style-type: none">• How did people react to Amy Johnson wanting to fly a plane?• How did people react to Amy Johnson's voyage?• What happened to Amy Johnson? How do clues help us find this out?• Why was Amy Johnson so famous?• Why was flying to Australia so difficult?

Our Curriculum Impact for History:

In our school we have a set of assessment 'tasks'/tools that we use across all Foundation subjects; tasks/tools that are widely used (by teachers) and widely known (by pupils). We use these in *History*.

We believe that they have maximum impact on T&L outcomes (learning 'stickiness' and impact on 'next lesson' content and approach) for minimum demand upon staff workload and pupil wellbeing.

In *History* we recognise that we need to:

- **Share the Curriculum 'Learning Journey'** – *do the pupils know what they are doing and why they are doing it and where it 'fits in'?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Has it stuck?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson? Has it stuck?*
- **Using 'the checks' to adjust T&L** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in *History* it will be relevant and impactful.

Our 3 agreed approaches to assessment in *History* are

1) At the Planning Stage

CTs refer to the **Progression Map for *History*** (x-ref Curriculum Implementation statement) at the point of planning and consider not only the 'current' Yr Gp expectations but also make themselves fully aware of the 'previous' and the 'next' expectations.

CTs then reference 'prior learning' in their introductory slide(s) (ppt/flipchart) to a new theme/unit; i.e. 'Do you remember in Year ? when you did/learned about/found out about?'

CTs judge the 'stickiness of the prior learning' and help pupils contextualise their learning. We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

2) The Learning Journey

CTs create and share **The Learning Journey** of each unit/theme in *History* (in a ppt or flipchart slide); this includes * **Questions** (max.6) that are to be answered throughout the theme/unit, Unit-specific **vocabulary** that must be used/taught and the **Core Learning** expectations.

The slide is referred to at the beginning of each *History* lesson; the strength of this is the coming back to it regularly and making sure the questions are answered and the vocabulary is embedded.

Our school's **Core Learning** expectations in *History* map out the 'non-negotiables' along the Learning Journey of a pupil in MfL. These **Core Learning** expectations are taken from our school's *History Progression Map*, which itself reflects the **National Curriculum**.

They clarify **our Curriculum Intent** for *History* They are our, '**by the time a pupil in MfL leaves (an identified Yr Gp) they must know/have experience of/ learn...**'

They 'build' on previous learning/K&U/skills and are our 'points of assessment' in *History* along the Learning Journey; they are things that are assessed by CTs and their stickiness monitored by Subject Leads and the SLT. They are how we assess *History*.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the concept of today, tomorrow, yesterday.	Use vocabulary of older, newer, past and present.	Place events from their lives on a timeline with key words.	Place events, artefacts and historical figures on a time line using dates.	Understand the concept of change over time, representing this, along with evidence, on a time line.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Understand the past through stories, books and themes and that many things happen before they and their parents were born.	Use words and phrases: a long time ago, recently, when my parents were children, years, decades to describe the passing of time.	Show an understanding of concepts such as monarchy, parliament and war and peace	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.	Show an understanding of concepts such as civilisation and democracy	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, continuity, change, century, decade, legacy.	Use original ways to present information and ideas.

Show images of or handle items from familiar situations in the past such as homes, schools, and transport and discuss differences.	Handle or observe evidence i.e. artefacts, pictures, stories and online sources to find answers and ask questions such as: What was it like for people? What happened? How long ago?		Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Seek out and analyse a wide range of evidence in order to justify claims about the past.	Understand that no single source of evidence gives the full answer to questions about the past linked to a local study e.g. Lady Jane Grey
Learn about places of local historical significance through visits, visitors and virtual representations.	Learn about historical events that still continue today e.g. <i>Loughborough Fair, Remembrance</i>	Describe some significant historical events, people and places in their own locality.	Learn about how life changed in Britain from ancient through until medieval times.	To learn about the life and achievements of an Ancient civilisation i.e. Ancient Egyptians.	To learn about the life and achievements of an Ancient Civilisation i.e. Ancient Greece and its influence on the western world.	

3) Photo Books

Each class has a **Photo Book**; it is used to 'capture the active learning' that the pupils have undertaken'.

We know that **our pupils** are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. 'Do you remember when...?'

The aim is to ultimately produce QR codes (QR stands for Quick Response; it is basically a quick, scannable barcode-like image that takes you to a specific digital destination) for any videos/pieces of evidence of active/inspiring/engaging T&L that would be saved in our Shared Drive.

Our 3 agreed assessment tools in History are:

A) Flashcards:

We use these to engage 'active recall' through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

B) Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class 'team' quizzes. They are 'low stake' i.e. they are not considered to be the 'be all and end all' of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

C) Exit Tickets

These are used at the end of a T&L session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are

questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

We understand that the assessments made in *History* must be

- Utilitarian – seeking the greatest good for the greatest number
- Opportunist – picking up ideas and misconceptions as you find them
- Efficient – keeping things simple and brief
- Mastery-oriented – seeking to get every pupil to a key level of understanding

We believe it is extremely important that pupils do not see going back to the previous lesson as a punishment, for the teacher or for them – the culture in the classroom has to be that it is a chance to improve and to understand fully.

We do not forget that Marking and Feedback of our pupils' learning also enables us to provide effective feedback to pupils on their learning performance. We can give recognition and appropriate praise for achievement. It helps us identify effective strategies and 'next steps' for improvement; it helps inform future planning. (x-ref. Marking and Feedback Policy).

Using the 3 agreed 'tools' for assessment in *History* and ensuring we deliver on our 3 agreed 'assessment approaches' we believe we are well placed to confidently report to pupils and parents in the statutory end-of-year Individual Pupil Reports in terms of Core Learning attainment.

We do not believe that in *History* there is any value, or need, to have a complex method of capturing attainment 'data' that, on first glance, might look good (i.e. a class list against a range of objectives, all annotated with colours/lines/marks that mean something once the coding is understood) but has little to no impact on T&L outcomes; i.e. 67% of Class 'B' attained at the expected standard in Music. Such data, in our experience, has little value, or impact on the 33% who didn't make the grade? Does it mean the learning was too hard for them? Does it mean the teaching didn't engage them? Does it mean they have failed? Does it mean they have missed that learning opportunity and won't revisit it for 2 more years?

We believe, that our considered method of assessment in *History* does everything we need it to do.