

Moorside Primary School

History Curriculum



Intent, Implementation, Impact

Intent

At Moorside Primary School, we are committed to providing a curriculum with breadth and depth that allows all of our children to learn understand and apply a range of knowledge and skills with confidence and security.

We value history as an important part of the children's entitlement to a broad, balanced and enriching programme of study. We strive for engagement from and achievement for all children by providing an inspiring knowledge and skill based, progressive curriculum that enables curiosity and critical thinking and learning.

The history curriculum at Moorside Primary makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

The areas of study we cover are informed by the Development Matters and National Curriculum. The different areas of study are planned to develop children's knowledge, skills and understanding. We also study history within the context of our own local area. We aim for all skills learnt to be transferable across other curriculum areas. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. EYFS follows the 'Development Matters in the EYFS' guidance which aims for all children in reception and nursery to have an 'Understanding of the World.' Children will learn about the lives of people around them and their roles in society. They will also describe their immediate environment using knowledge from observations, discussions, stories, nonfiction texts and maps.

In line with the National Curriculum 2014, the curriculum at Moorside Primary aims to ensure that all children from Year One to Six:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate their curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.

Our long term and medium term planning documents offers subject information and learning intentions so that teachers can coherently plan a sequence of lessons. This ensures lessons progressively cover the skills and concepts required from the Development Matters and National Curriculum.

Our history curriculum aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

Implementation

History is taught weekly, with a new area of study being covered half termly. We ensure history is given the same importance as all other areas of the curriculum with an equal value. We believe this is important in enabling all children to gain 'real life' experiences and develop a secure understanding of a variety of skills and approaches. A variety of teaching approaches are used and are based on the needs of individual children following continuous assessment for learning.

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence where by prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding.

Through revisiting and consolidating skills, our curriculum and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in our vocabulary displays and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

We believe this is important in enabling all children to gain 'real life' experiences and develop a secure understanding of a variety of historical skills and approaches. Children are taught the meaning of and encouraged to use subject specific vocabulary in all lessons, this may be in writing or verbally.

Speaking and listening opportunities are planned for effectively within each lesson in order to develop the children's confidence in being able to discuss periods of history in detail. They are able to share their opinions and make informed observations about artefacts and how decisions made in history have impacted on our society today.

Such outcomes are evident in the half termly and medium term overview plans. This provides a consistent approach and direction on which to take short term to long term memory and embedding knowledge, skills and understanding.

By the end of Key Stage two, children will have a chronological understanding of British history from the Stone Age to the present day. At the beginning of each area of study, children are able to convey what they know already from previous year's teaching as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. The children will be afforded opportunities to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Egypt, the Mayans and Aztecs.

Cross-curricular outcomes in history are specifically planned for, with links being established where appropriate and opportunities for writing, reading and maths being exploited. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum.

Our school group teaching approach allows us to deliver pitch appropriate lessons to all therefore ensuring appropriate support, scaffolding, challenge and resources are given and used.

Our school is at the heart of the local city and within walking distance of many historical and cultural sites. These places of interest are visited regularly by our children to give their learning that added dimension of reality that an imagination may struggle with. Outcomes of learning are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge, this is through book scrutiny, pupil voice and data analysis.

Effective Continuous Professional Development (CPD) is provided in house and through wider connections and professionals. This is built upon throughout the delivery of the curriculum in the group teaching approaches used to provide the ambitious curriculum and challenge for all with success. Targeted support enables them to develop at their own pace and to learn in a style that best suits their individual needs. Key strategies are designed to support children with Special Educational Needs and Disability (SEND) to access their learning well.

Impact

The impact of using a full range of resources, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning.

We want to ensure that history is loved by teachers and children across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, effective assessment for learning strategies and summative assessments aimed at targeting next steps in learning.

The impact of the school's history curriculum is measured through several means:

Clear and reliable baselines for all children across all subjects.

- Outcomes for children at the end of every academic year.
- Progress and attainment data for all year groups throughout the academic year.
- Formative and summative assessment data.
- Levels of engagement in enrichment activities.
- Children's voices and views.
- Parent/carer meetings.
- On-going observations and monitoring.
- On-going CPD for teaching and support staff.
- Timely reviews of the impact of interventions.
- History book scrutiny.