

## History

### Subject Information

October 2022

<b>Our Vision (intent)</b>	<p>We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15.</p> <p>Our curriculum is based on a consideration of the contextual needs of our cohorts and families, our local context and government requirements, in addition to curriculum research; this has helped shape our vision and intent.</p> <p>Our curriculum is a journey and never a finished article. It is reviewed at least annually to ensure it is still meeting the needs of our children in an ever-changing world. Our aspiration for our children has been framed into our 6 golden threads which we feel our children need to be able to do to 'shine like stars' and 'live life in all its fullness'. This ensures the opportunities for these are always a focus within school, and throughout a child's journey in school. We want our children to:</p> <ul style="list-style-type: none"><li>• Be confident communicators</li><li>• Become life-long readers</li><li>• Be spiritually, mentally and physically healthy</li><li>• Be creative</li><li>• Be curious</li><li>• Understand and embrace the wider world</li></ul>
<b>Curriculum Design (Intent)</b>	<ol style="list-style-type: none"><li>1. We always start with the child and their experiences: what they know and is familiar to them. We then move outwards until we reach the wider world and wider world views.</li><li>2. We always work from knowledge acquisition to application, in carefully sequenced learning journeys which build systematically on previous learning. This ensures both an inclusive and ambitious approach for all our learners.</li><li>3. We work to a four-year plan in KS2 for Science, Geography, History, Art and DT with concepts in these running over a year, rather than in terms over a series of years: This ensures that our curriculum is systematically, cohesively and robustly planned and delivered to our children in a manner in which helps them to immerse themselves in a subject for deeper learning. (This also negates the effect of the impact of changing class structures).</li></ol> <p>It also allows us to make pertinent links between interdisciplinary knowledge across our long-term plan to allow the children to frame their learning within a larger concept in order to help them to retain this.</p>

	<p>4. We work to a two-year plan for PSHE, RE, Computing, French and Music as these disciplines contain more age specific knowledge and skills. Computing, French and PSHE are all delivered across the federation in two-year group structures</p> <p><b>So that our children know more, remember more and therefore do more</b></p>
Subject specific design	<p>The History curriculum enables our children to gain knowledge and understanding of the past within our own locality, our country and the wider world.</p> <p>They will learn about the complexity of peoples’ lives, the diversity of societies and the relationships between different groups of people in the past.</p> <p>Through a detailed study of key knowledge from different historical periods, pupils will also develop historical skills and concepts such as chronological understanding, continuity and change, cause and consequence, similarity and difference.</p> <p>In conjunction with the National Curriculum, our History curriculum aims to:</p> <ul style="list-style-type: none"> <li>• foster in children a fascination in the past and to develop a confident understanding of history in their ‘near’ environment as a springboard to enable them to make connections between themselves and history from the far past and and faraway places.</li> <li>• enable children to know and understand significant events in British history (including the history of our own locality) and to appreciate how people’s lives have shaped the nation and how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant periods of historical development in the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies;</li> <li>• promote knowledge and understanding of the historical reasons for the rich cultural diversity of our locality.</li> <li>• to help children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; short and long-term timescales; as well as revisiting, and developing over time, the cross-cutting themes of conflict and power, political, social and economics</li> <li>•to allow depth of historical perspective in KS2 by building on four themes – one along each year including: religion and the age of exploration; the achievements and follies of mankind; invaders and settlers - who are the British?; and what makes a society civilised?</li> <li>• teach subject-specific vocabulary which will pupils will use accurately in oral and written work.</li> <li>• to develop in children the skills of historical enquiry; evidence based historical claims, contrasting arguments, investigation, analysis, evaluation and presentation.</li> </ul>

	The scheme of work is supported using resources from the Key Stage History and Historical Associations web-sites.
<b>Implementation Key Principles</b>	<ul style="list-style-type: none"> <li>• Has clear rationale for mixed age classes</li> <li>• Focuses on the key knowledge – teaching less but better.</li> <li>• Is concept driven not content driven: Prioritises thinking rather than task</li> <li>• Uses high quality materials – fit for purpose</li> <li>• Employs techniques which will deliberately help children transfer learning to long term memory</li> <li>• Is responsive</li> <li>• Puts a high value on the acquisition and understanding of vocabulary</li> <li>• The KOs will be in books and have explicit vocabulary outlined</li> </ul> <p><b>For the detailed breakdown of the above please see CIP.pdf</b> The nine principles of cognitive science – Daniel Willingham</p> <p><b>Enrichment</b> The History Curriculum is enriched in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• visits to local museums</li> <li>• workshops from visiting specialists</li> <li>• visits to historical sites</li> <li>• themed days linked to the History topic</li> </ul>
How/When do we assess our children and their progress and attainment?	<p><b>Unit assessment</b> Pre-essential learning assessment. Ongoing AFL Post essential learning assessment at the end of unit (Recorded and reported to SL)</p> <p><b>Annual assessment</b> End of year assessment of the post essential learning assessment (Recorded and reported to SL)</p>
How do we ensure our children have retained this knowledge? When/how do we revisit?	<p><b>Sheep tracking</b> x 1 formal revisit at the start of the next term (no recording needed) Informal/incidental sheep tracking/link-making at the start of lessons, lining up, etc. (no recording needed)</p>