



## Stower Provost Community School

### Curriculum Drivers

The curriculum is underpinned by the school's drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Ownership	William Patten/LZC
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### History Curriculum Statement

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#### 1. Curriculum Statement

##### Intent

History has always been held in high regard at Stower Provost School. The school's own rich history, within the context of the local area, is a celebrated and inspiring feature of the school. The history curriculum at Stower Provost draws from, and makes full use of, the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Stower Provost 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. In line with the national curriculum 2014, the curriculum at Stower Provost aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' 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.

### **Implementation**

History is taught in weekly sessions throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The children are assessed on knowledge and vocabulary before the topic is planned – this creates nuance for those children who know more, or indeed less, than their peers. This process informs a programme of study that is responsive to children's interests as well as a test of knowledge and vocabulary before the topic starts, and then at the end of the topic to gauge the depth of learning. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able 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 and the Egyptians – the children are encouraged to be aware of what else is happening around the globe at the time of their chosen study, and indeed to make comparisons of different societies. Throughout the school, children need to be able to demonstrate an increasingly sophisticated knowledge of vocabulary and concepts such as *empire* or *monarch*.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, as well as the use of online maps and photographs of the school also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to online plans and resources. However, teachers' lesson design is not limited and teachers have access to further guidance from national agencies, including the Historical Association. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have and 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

## **Impact**

Outcomes in topic and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past and why it matters. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

## **2. Teaching and Learning**

The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study. Key knowledge and skills have been informed by the stated programmes of study and build towards specific end points at the end of each phase group - Y1 & 2, Y3 & 4 and Y5 & 6 (knowledge and skills in Reception provide the foundation for those identified in the first phase).

All KS1 and KS2 classrooms have a timeline which is used to develop chronological understanding. These are referred to at the start of each topic and teachers link new learning to previous learning in line with the whole school knowledge and skills progression map. As part of the introduction to each new history topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning intention which is shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas. Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in history and outcomes of work will reflect this.

Children will develop their enquiry skills and the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past and appropriately informed views about the future. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work.

. Learning outside the classroom is planned for and embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.

## **3. Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).

- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LIs for each lesson

#### 4. **Planning and Resources**

History resources are stored centrally in the Resource Area and are organised into topic themes, which are clearly labelled. The library contains a good supply of history topic books to support children's individual research, as well as some CGP textbooks, BBC Bitesize and Espresso. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the 'History – Key Knowledge and Skills Progression Map'. These are also explicitly outlined on each topic overview, which also states the key vocabulary for the unit, how the school's context has been considered within the programme of study and the explicit links to the 2014 National Curriculum. Cross curricular links are also identified and stated explicitly in planning and will be evidenced through outcomes of work.

#### 5. **Organisation**

The history curriculum will be delivered as part of the weekly curriculum, but occasionally, topics may be blocked. T

The History Knowledge and Skills Progression Map documents the extent to which knowledge and skills are progressive. This also ensures that the history curriculum utilises cross curricular links, which are also mapped, as well as how the context of the school and its location are considered at planning level.

#### 6. **EYFS**

Early Years explore historical themes in line with the EYFS framework. The key knowledge and skills in Reception provide the foundation to those identified in Y1. Children are assessed according to the Development Matters statements.

#### 7. **KS1 and KS2**

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory**, to develop a growing sense of chronology and awareness of time and changes over time (including technological advances). As part of this focus children will study the Moon Landing and the Great Fire of London. Children will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work. In Y1, the key individuals will relate to the moon landing and subsequent space travel. In Y2, as well as focussed studies on Mary Seacole and Florence Nightingale, children will learn about significant individuals during the time of the great fire of London, including Samuel Pepys and Sir Christopher Wren.

Throughout **Key Stage 2**, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the

periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. Children will regularly address and be encouraged to devise historically valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

We will study the impact of the Battle of Britain on the course of the war, and will also explore the theme of crime and punishment, examining the changing nature of these topics over time. In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations including The Romans and Ancient Egypt. Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links. Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study the major achievements of this society and its influence on the western world.

#### **8. Equal Opportunities**

At Stower Provost Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

#### **9. Inclusion**

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential. The wide and varied range of learning experiences, including access to places of historical significance in the immediate and wider locality, as well as bespoke workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

#### **10. Role of the Subject Leader**

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
  
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including borough forums.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

#### **11. Parents (Including Homework)**

The involvement of families and the wider community to help support the teaching of history is widely encouraged. Enquiries from parents and members of the school community with specialist expertise and knowledge in relation to supporting the history curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching of history at Stower Provost.

The support that Parents and carers provide in supporting their children at home with topic based Creative Curriculum challenges once a half term homework is also recognised and valued. These history homework tasks provide children with the means to research and explore a topic to support their classroom work.

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