



Stower Provost Community School

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage, Develop, Innovate and Express](#). 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.

History Curriculum Statement

Ownership	HW
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1. Curriculum Statement - History

Intent

At Stower Provost Community School, the importance of children being immersed in history both local and global is held to a high regard. 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 is informed by the national curriculum through 'Cornerstones', where each year all areas and skills that are set out in national curriculum are covered. The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture. All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects.

In line with the national curriculum, Stower Provost aims to ensure that all pupils across Key Stage 1 and Key Stage 2:

- 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
- 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 and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History - key stages 1 and 2
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;

between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

To ensure a consistent approach, History is taught in weekly sessions throughout the year so that children achieve depth and breadth in their learning. The Key knowledge and skills that children acquire and develop throughout each block have been mapped out to ensure progression between year groups throughout the school and to develop the importance of 'sticky knowledge'. This 'sticky knowledge' and key skills along with the links to the national curriculum and the progression throughout the school can be found in the Unit Overviews.

At the beginning of each project, teachers refer to historical timelines to develop children's understanding of chronology and allowing children to link their current learning with previous learning through this timeline. Throughout the unit, key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher to ensure children across the year groups are using appropriate and ambitious vocabulary, which they can carry with them across all areas of the curriculum.

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 and linked with the 'Big Idea' for each term. 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 through 'Cornerstones' where staff have access to online plans and resources, although it is imbedded practice that these are adapted for the children in each class. However, teachers' lesson design is not limited to 'Cornerstones' planning 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 an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in 'Creative Curriculum' 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 project 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 project, 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 project 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
- Consistent discussions and questions about the 'sticky knowledge' which is key for each project.

4. Planning and Resources

Planning will be the responsibility of the class teachers and, where needed, support from the subject leader will be available. The library contains a good supply of history project 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 project, and these are recorded on the 'History - Key Knowledge and Skills Progression Map'/ Unit Overviews. These are also explicitly outlined on each project 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. History resources are stored centrally in the Resource Area and are organised into project themes, which are clearly labelled.

5. Organisation

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

The History Knowledge and Skills Progression Map/ Unit Overview 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. 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.

In Year 1, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period.

In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical projects in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

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.

Lower Key Stage 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

In the autumn term of Year 4, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children

to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper Key Stage 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project *Dynamic Dynasties*. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project *Groundbreaking Greeks*. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project *Maafa*. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project *Britain at War*. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

Throughout the history scheme, there is complete coverage of all national curriculum programmes of study. CurriculumPRO allows you to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the history scheme with other curriculum subjects.

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 paces 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 subject leaders' 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

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.