

History Curriculum

Curriculum Intent

What is the intent of the history curriculum?

- In line with the 2014 National Curriculum for history, our aim is to provide a high-quality history education which equips children with a historical understanding of the world. Children will be able to learn from the past and how it has an impact on their own lives now.
- The subject lead has designed the curriculum for the children to revisit and recall knowledge and for children to apply skills which have previously been taught. Children will also learn new skills to achieve the objectives set by the 2014 National Curriculum.
- The curriculum is designed to promote new historical skills, challenge the children to apply and build on those skills, in order to progress and develop their understanding of the past including mistakes and successes made in history and their consequences.
- As a school, we aim to nurture a progressive history curriculum which develops learning and results in children knowing more, remembering more and understanding how the knowledge and skills can be applied in their own history work.
- Our staff aim to make the curriculum functional and relevant – engaging children with local studies, understanding not only how history has affected the world, but also Great Britain, the Catholic Church and their family.
- In particular, the subject lead designed the curriculum to adapt and follow the needs of our children and their culture, places of belonging and family history.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- Our aim is to make our SEND and Disadvantaged children to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners.
- The success criteria will be clearly linked to the National Curriculum via careful planning, linking knowledge and skills by experienced teachers.
- Our history curriculum is planned and taught by class teachers.
- Lessons are delivered weekly within school (classrooms, hall, outside, through Forest school or computer suite). We encourage children to embed their skills and knowledge of history in other areas of the curriculum.
- Teachers allow for cross-curricular teaching of history. This will put emphasis on the importance of the subject within the school and allow children to enhance their cultural capital in the challenging and diverse area of Medway. Links will be purposeful and relevant, thought out and adapted over time to hone in on areas of importance and those that the children can relate to or would benefit from knowledge of.
- The curriculum has been designed to incorporate times in history that back up and provide understanding to the children's personal identities. Providing a strong backstop of ancient

civilisations but moving onto modern history that has shaped their lives and the lives of their families. Learning bridges that connect historical events and link the living history of our community have been designed to highlight the knowledge that different children may have with subject taught.

- History has been embedded more deeply into the literacy overview. Books of historical value that bring perspective and a personal touch have been selected to broaden and apply the knowledge learnt in discrete history lessons where possible.
- The same will apply to history of Art, knowledge of famous people in time and their achievements including scientists, archaeologists, architects and great leaders that changed the world in big or small ways.

How is prior knowledge revisited?

- Teachers understand and are clear on what areas of the curriculum are being taught in different year groups by using a collaboratively compiled overview. This has been designed and overlooked to carefully overlap knowledge in stages, to revisit some areas of learning and apply it differently to various times in history.
- Teachers are aware of the skills expected of children throughout different year groups in the skills ladders.
- Teachers plan lessons carefully, ensuring that knowledge which has been taught previously is being revisited and embedded. Children are subsequently able to make links between year groups.
- Time lines are used and referred to in each year group; this allows children to have knowledge about the history of the world and their place within it. As a result, previous historical events will be related and given clarity as to their place in time.

How is assessment used to identify and fill gaps?

- Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, oral and written feedback and formative and summative assessments inform next steps, interventions, amendments and provision to ensure children are supported and extended.
- Teachers will include a first introductory task for a new subject area that collate what children already know and recap the previous learning.
- Teachers use formative assessment throughout lessons. This ensures teachers are aware of gaps in knowledge and skills. As a result, teachers plan carefully to fill gaps and extend children who are progressing quickly.
- Summative assessment will be completed on a termly basis in the form of a task, focusing on objectives covered within the previous term. Children will be made of aware of which areas they need to focus on.

How is cultural capital developed through the curriculum?

- Children are taught a varied and diverse curriculum planned around the current and historical issues found in and around the locality, the United Kingdom and in areas that have meaning to the children. These are extended to cover areas that they will have no or little investment in, but that will grow their understanding of the world and the people within it.

The curriculum has been structured to provide a wider vision for those that might be blinkered by social status and cultural background. These have included:

1. Ethnic diversity and history (Civil Rights Movement).
2. How society has changed and its effects on belonging (gang culture, local knife crime, the British Empire, the relationships built between the UK and other countries, how the Catholic Church grew and developed, the history of art and architecture).
3. Diverse literacy has been included to build historical understanding – viewing the world first hand through the eyes of another.
4. Carefully planned excursions are built into the learning so that children can experience the physicality of history, see the impact and understand themselves the sense of who they are in context to the past.

Curriculum Impact

What does impact look like?

- Children will demonstrate knowledge and understanding from their relevant starting points on historical events and people and the impacts these had over time.
- Children have a range of skills and knowledge that meets the requirements of the 2014 National Curriculum set out by the skills ladders adopted and individualised by the whole school and the whole school knowledge map.
- Our teaching of history within our school ensures that children are able to understand past events, explain themselves and the effect these events have had on them or others and develop their own ideas about how the world changed. They realise that history can teach us about our own future, mistakes that could be avoided and how to treat others.
- Children will understand what history means, both ancient history and modern history, understanding its relevance in their lives today.
- On departing for secondary school, children will have met a diverse range of historical events, people, places and cultures that provide a stable knowledge base ready to further build upon.