

Curriculum Statement for History at St. Nicholas CofE Primary School, Hurst

*“The more you know about the past, the better prepared you are for the future”
Theodore Roosevelt*

		
Community	Courageous Advocacy	Curiosity

Intent

St. Nicholas school aims to provide its students with a comprehensive education that includes the study of history. The history curriculum is structured in such a way that it enables students to develop their historical inquiry skills by asking key questions. In Early Years Foundation Stage (EYFS), students are introduced to the concept of the past and changes over time. In Key Stage 1 (KS1), students study a range of historical events, the lives of significant individuals and changes that have occurred within living memory. In Key Stage 2 (KS2), students follow a three-year rolling program that focuses on three core themes: childhood, legacy and social structure. Year 6 students follow a separate program that builds upon their previous learning.

The history curriculum considers two key knowledge strands: Historical (disciplinary) concepts and Substantive Concepts. Historical (disciplinary) concepts are the knowledge about how historians investigate the past, and how they construct historical claims, arguments, and accounts. Substantive concepts are the children's factual knowledge of the past. The school has prioritized three substantive concepts: childhood, legacy, and social structure. These concepts are featured throughout the study of history in a range of contexts and support the students in their understanding of new material.

All pupils are entitled to a broad history curriculum and adaptations are made to content delivery to ensure each pupil can access the full curriculum.

Implementation

- Teaching takes in to account the previous learning. It is important to ensure pupils have the prior knowledge they need to master new ideas.
- Units of work begin with an orientation so that pupils can activate previous knowledge
- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed and regular feedback is given.

- Accompanying each module is a knowledge organiser which contains key vocabulary, facts and concepts which all pupils are expected to understand and retain.
- Through using a range of assessment tools, adaptation/ scaffolding is facilitated by teachers, to ensure that **all pupils** can access the History curriculum.

Teachers subject knowledge

Planning for retention of knowledge and skills

Learning environment and resources

Appropriate activity choices

Links to reading

Intended Impact

- Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and can recall their learning over time.
- Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.
- When evaluating our curriculum, we aim to ensure that children have:
 - Been inspired
 - Had a rich historical knowledge imparted on them
 - Developed communication skills
 - Had full access to an ambitious curriculum
 - Linked citizenship and spirituality to their learning

Assessment

- Teachers use AFL strategies on an ongoing basis so that misconceptions can be identified and addressed at the earliest point. It is used to assess pupils' knowledge of history.
- Children are given opportunities to retrieve information and to demonstrate their learning throughout each unit of learning. Each unit includes quiz questions which can be used to reinforce and revisit both learning and vocabulary. Questions are usually true/false, multiple-choice or short responses.
- Prior learning will be revisited at the start of every lesson, checking recall of previous lessons. This could be through Oracy or written tasks
- Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, adaptations and address misconceptions within that lesson, or for the next lesson.
- Each unit leads to the completion of an assessment task where the unit enquiry question is answered.