



Curriculum Overview St Andrew's Church of England Junior School



Curriculum Area: History

Subject Lead: Martin Kendrick

Our curriculum approach to history reflects our ethos statement:

'Shining a light of a world of Possibilities'.

It is also based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

Intent

History is an exciting subject that helps us better understand both how our own society developed, and that of the wider world. Linked to our Curriculum drivers and ensuring pupils acquire the range of skills needed to be historians, we want all children to:

- Inspire their curiosity about the past and the people and cultures which inhabit it
- Consider perceptive questions about the past and to carefully weigh evidence, and through this to develop a deeper understanding of the past
- Gain greater insight into how both the society in which they live and that of the wider world have developed
- Note connections and contrasts over time, both in our society and between different cultures
- Develop understanding of how our knowledge of the past is constructed from a range of different sources, which can show differing interpretations of the past
- Be able to use appropriate historical terms and vocabulary
- Understand the chronology of the topic and to place historical events accurately on a time-line
- Present their findings in a variety of ways, incorporating the use of technology where appropriate
- To ensure all meet the expectations laid out in the national curriculum.

Implementation

Our curriculum is designed to allow children to build on their historical knowledge and skills as they progress through the school. To ensure this happens:

- History will be taught on a regular basis, following a sequence of lessons
- Each year group will have specific topics to follow each year
- Each teacher is responsible for delivering History lessons as an individual subject and where appropriate, lessons can be cross-curricular.
- Knowledge organisers will display a timeline with key dates, key vocabulary and a summary of the main information being covered in the topic
- Each topic will begin with a Sparkling Starter to excite and engage children's interest, and will end with a Fabulous Finish
- Quizzes will be taken at the beginning and end of each topic to show progress of children's historical knowledge
- Work will be recorded in Learning Journals and will show a range of skills and ways of presenting work, from formal-written work, to mind maps, diagrams and posters
- Children will also use technology both to research and to present work
- Topic display boards will show the key vocabulary and a range of features such as a time-line, children's questions and initial thoughts on the topic, and also some of their written work, diagrams and pieces of art as appropriate
- Teachers use the Key vocabulary set out in the vocabulary progression document- vocabulary will be built on year upon year.
- The key skills progression grid is used to ensure coverage and progression.

Impact

Our teachers rely on a range of tools to assess the knowledge and skills pupils have; their progress and development points. By the end of a unit we expect that:

- Children have a chronological understanding of the main events and dates
- Children feel confident using the relevant historical vocabulary
- Children have a good understanding of the main events, historical figures and the cultural features and changes
- Children further develop their understanding of the use of sources in history and how they are open to differing interpretations
- Children feel inspired to extend their curiosity about the past, either at home or at secondary school.
- Children's understanding of the key objectives will be recorded using INSIGHT.

Planning

At the beginning of each topic, we take our objectives from INSIGHT. A scheme of work will be created by the year group teachers which will clearly plan all the lessons for that unit and make cross-curricular links as appropriate. These lessons will cover all the objectives that will need to be met for that year group. Greater depth opportunities will be planned and will fit into the year's topic schemes of work. Teachers may then adapt these lessons, if they need to, to suit their class. Teachers will be expected to adapt the planning to suit their SEN children. The school website has links to planning. This has been separated into year groups: Year 3, Year 4, Year 5, Year 6. This helps us to plan and to ensure the lessons are increasing the depth of understanding and range of knowledge throughout the whole of that academic year. Therefore, skills will be built upon consistently throughout the key stage.

Knowledge and skills progression through the school

In KS2 knowledge and skills will be developed to involve:

Chronological Knowledge:

- Use dates and terms accurately when describing events
- Describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural
- Understand the concepts of continuity and change over time, representing them on a time-line

Building an overview of history:

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Identify continuity and change in the history of the locality of the school.
- Compare some of the times studied with those of the other areas of interest around the world.

Investigating and interpreting the past:

- Use sources of evidence to deduce information about the past
- Suggest causes and consequences of some of the main events and changes in history.
- Describe different accounts of a historical account, explaining why some might differ
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Communicating historically

- Communicate knowledge and understanding in a variety of ways, including discussions, presentations, labelled diagrams, writing and computing.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.

Recording

Recording of lessons will take place in Learning Journals across all year groups.

Reporting

On our annual reports, which are given to parents at the end of the year, a judgement will be made regarding their child's attainment in History relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

Monitoring

Curriculum leader will collate evidence including analysing how planning matches the evidence in books, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. The Curriculum Leader will produce a yearly report submitted to SLT. Where relevant, implementation of school policies (such as marking) will be reviewed in light of the well-being school's agenda to ensure the workload for History is both manageable and is making an impact on the children's learning.

Review

Spring 2023