

## History

Our History curriculum equips children with not just historical knowledge but also skills and concepts. The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Our curriculum is organised into a series of half termly units with recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. The units of work allow for complete coverage of the National Curriculum Programme of Study for History (2014).

Over the course of their time at our school, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability.

### **Learning Opportunities**

Teachers use the Rising Stars – History scheme of work to assist with planning and curriculum coverage. This organises the national curriculum into units of work that enable pupils to acquire a web of knowledge as the sequence and selection of topics builds on previous units and feeds forward to future learning. For example:

- The introductory Year 1 unit ‘My Family History’ unit links with common themes of family, home and change covered within EYFS.
- Within KS2 the British History units follow a chronological approach to support pupils in developing a clear long-term narrative across history.
- Local History units are taught in the summer to facilitate the introduction of fieldwork. The three Local History units become increasingly more challenging over the scheme as pupils engage with a broader range and more complex sources of evidence.
- Some units are taught within Upper KS2 due to their more challenging content, for example migration and refugees in the Year 5 ‘Journeys’ unit. Additionally, studying at this level provides opportunities for investigating complex themes; for example, government and democracy in the Year 6, The Ancient Greeks unit. Throughout the scheme, pupils are guided to make links between the topics taught.

### **Chronological Understanding**

Within each unit there is a strong emphasis on developing pupils’ chronological understanding. The introductory lessons include activities using timelines to locate the period, person or event and to consider it in relation to other periods studied and the present day. Pupils will be required to consider other events, people and societies occurring at the same time locally, nationally and globally.

Each unit ends with a ‘Big Finish’ activity which is designed to consolidate, share and celebrate the learning that has taken place. Many have a strong cross-curricular link and provide opportunities for creative learning, for example designing a memorial in Year 1 or writing a Viking saga in Year 5.

### **Local History units**

The local history units are introduced in KS1 and then developed in KS2. In Year 2 children study a unit about local heroes, in Year 3 children study a unit about our local area and in Year 6 they study a unit about WW1 and WW2 in our local area.

## **Progression**

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the 'stretch and challenge' extensions within a task. This will require them to go into greater depth, for example by making connections to other societies or time periods studied. They will be guided to look at concepts in greater depth, for example they will begin to categorise the causes of an event and to compare their importance. Those that are not sufficiently confident may be targeted for extra support. There are clear progression documents which show where the skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of historical knowledge.

## **Assessment**

The key assessment tasks provided within the units provide criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. Each unit has key assessment opportunities that link to our progression framework. The assessment opportunities allow teachers to monitor the progress made by individual pupils and review areas where the class excel or where learning needs to be revisited or consolidated.

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, for example: eavesdropping on pupil-pupil discussion, teacher-pupil conversation and checking that historical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation.

Finally, an online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.