

## Great Bardfield Primary School Curriculum Statement for: History

### Intent:

At Great Bardfield Primary School, we believe that the study of history involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as more informed and enlightened citizen. Through the study of history pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about the past.

Our History curriculum is aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long lasting knowledge and understanding and mastery of core historical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of the scheme of work of each enquiry, which define clearly what the pupils will know, understand and be able to do.

With this in mind, we have established a school curriculum plan for history as an entitlement for all pupils that is:

- Including content, which is logical, relevant, broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and in line with National Curriculum.
- Sequences of lessons ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries as they progress through the school.
- Chronological sequences of lessons as pupils' progress through the school which allows them opportunities to evaluate both change and progress from one historical period to another and to build on previous knowledge and understanding as they tackle more complex and demanding enquiries;
- Relevant in terms of the careful consideration that has been given to the selection of historical enquiries that extend the knowledge and understanding of pupils beyond 1066 e.g. evaluating the significance of the Battle of Britain and the impact of the British Empire;
- Built upon and has continuity with the provision for geography established in the Early Years Foundation Stage and in particular addresses the knowledge and skills expectations of the Past and Present Early Learning Goal;
- Inclusive in terms of delivering the same curriculum to all our pupils irrespective of specific learning needs or disabilities and adapting where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;

- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;

### **Implementation:**

Subject Leaders are provided with an additional three planning days per year on top of their PPA, to plan their curriculum. As part of the planning process, teachers need to plan the following:

- A medium-term plan which plans enquiry-based questions to allow our pupils not only to build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. through child led learning.
- A cycle of lessons for each enquiry, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge to the point where they can answer the initial enquiry question;
- Wherever possible we provide our pupils with contemporaneous historical evidence including narratives, paintings, photographs, artefacts, and data in the form of censuses and films to analyse and from which to reach conclusions and make judgements.
- Similarly, we provide varied and adapted ways for pupils to record the outcomes of their work including the use of concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres to ensure knowledge becomes embedded.
- The schemes of work for each historical enquiry highlight both the objectives and anticipated outcomes of the investigation. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation.
- Our learning and teaching in history also recognise the importance of the local area with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of historical information outside of the classroom e.g significant people, places and events locally.
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Opportunities to showcase their work using a variety of presentation styles.

### **Impact:**

Our History Curriculum is high quality, each enquiry which forms our programme of learning and teaching sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- Practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres.
- The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of

each pupil against the subject learning goals for history in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.