

What History looks like in Goodrich CE (VC) Primary School



'Through our branches, a broad and balanced curriculum is provided to give our learners a range of skills, knowledge and experiences.'

At Goodrich Primary school we adopt a skills and knowledge-based curriculum which uses building blocks to develop an understanding of historical Big Ideas using various themes e.g. Romans. We encourage children to reference previous learning before developing that building block further in a cyclical learning approach. We base our history curriculum on Chris Quigley's Curriculum Companion as it complements our know more, remember more approach to learning.

Curriculum Intent

What a History looks like in our school.

- Opportunities to inspire children's curiosity about the past.
- A variety of activities to provide children with the opportunity to explore what happened in the past, encouraging them to think about why these events happened, and more importantly, what we can learn from them.
- Children working individually, in pairs and groups to develop key historical skills focusing on chronology, knowledge and understanding, historical interpretation, historical enquiry and organising and communicating their findings.
- Historical topics to provide children with a coherent knowledge of Britain's history and that of the wider world.

This is our philosophy:

- Children learning through exploration and enquiry.
- Children exploring how people lived in the past; looking for similarities and differences between different historical periods.
- Children learning about the past and thinking about the effect it has had and considering how it shapes the world we live in today.
- To provide children with a chronological awareness of our past

This is the knowledge and understanding gained at each stage:**By the end of EYFS pupils will:**

- Have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.












By the end of Key Stage 1 pupils will:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of Key Stage 2 pupils will:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Curriculum Implementation

HISTORY											
BIG IDEAS	INVESTIGATE & INTERPRET THE PAST	UNDERSTAND CHRONOLOGY	COMMUNICATE HISTORICALLY	BUILD AN OVERVIEW OF WORLD HISTORY							
Building Blocks	Artefacts	Main Events	Vocabulary	Location	Food & Farming	Beliefs	Settlements	Culture & Pastimes	Travel & Exploration	Conflict	Society
											
	Artefacts	Main events	Vocabulary	Location	Food and farming	Beliefs	Settlements	Culture and pastimes	Travel and exploration	Conflict	Society

Please refer to:

- National Curriculum Compliance document – to demonstrate that statutory requirements are met.
- Building Block Coverage – to plot where building blocks are taught throughout the curriculum.
- Long Term overview – to identify themes used to explore the building blocks.
- Vocabulary document – words required to be taught in each milestone or class.
- Theme webs – which summarise the key knowledge and skills to be acquired in each theme taught.
- History Progression document – skills and knowledge to be taught in each building block by milestone or class.

This is how it works:

- Children are given opportunities to develop their historical understanding through this themed approach.
- The children will then progress with their knowledge and application of vocabulary as they move up throughout the year groups.
- The skills are covered through carefully chosen themes that will enable the children to develop and use their knowledge of particular building blocks. Time periods are covered and taught through repetition across year groups to help ensure knowledge and understanding of chronology.
- There may be a 'hook' to start the topic.
- All children at Goodrich Primary School will get the opportunity to go on various trips to develop local, regional and global historical experiences.
- Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- Lessons may be taught discreetly or as a block of lessons.

This is what the adults do:

- Plan exciting progressive lessons which build on prior knowledge based upon historical skills and knowledge.
- Support, encourage and nurture a love of History.
- Create a learning environment that stimulates children's interest in the period studied using artefacts, books, photographs and other sources of evidence and outside visitors.
- Regular book scrutiny, learning walks, pupil meetings and planning audits.
- Whole school professional development.

This how we support:

- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- We make cross curricular links whenever possible.
- Provide visual and practical prompts.

This how we challenge:

- Lessons will be differentiated or adapted through challenge or support.
- Additional activities/targets to stretch the learning within the lesson.
- Deeper thinking opportunities are given to help identify greater depth historians.
- Revisiting sticky knowledge regularly

This how we ensure all children can access the curriculum:

- To support all children, particularly those who have SEN or EAL needs, key vocabulary is referenced and specifically taught to extend the children's use of vocabulary and develop greater access to the curriculum.
- Seating children alongside good role models to support one another.
- Frequent repetition and revisiting to help make knowledge stick.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, interactive websites, drama, artefacts, texts etc.

Curriculum Impact

At Goodrich Primary School, we recognise the importance of History in every aspect of daily life. Our History Curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This enables all children to build on their prior knowledge and develop as Historians.

This is what you might typically see:

- Happy, confident and engaged learners
- Children practising and applying knowledge to different situations.
- Children posing their own questions.
- Children working cooperatively in paired/group work.
- A classroom environment with displays including vocabulary, to support learning.
- Children discussing, reflecting and sharing their learning.
- TIPTOP learning

This is how we know how well our children are doing:

We have identified substantive and disciplinary knowledge which is fundamental to the children's development and understanding as Historians. They accumulate this as they move through our school which then gives them a firm foundation to build on when they move on to KS3 and beyond.

- Analysis of assessments – use 'sticky knowledge'
- Marking and feedback which also includes peer assessment.
- Lesson planned based on work done in previous year groups to ensure children are progressing.
- Lessons are planned based on historical skills which are specific for each year group.
- Formative assessment through questioning throughout the lesson.
- Photographic/video evidence/ QR codes/ X (formerly Twitter)
- Observations of children during investigation and exploration
- Book scrutiny, pupil meetings and planning audits.
- Use of surveys and questionnaires.
- Regularly monitoring of the standards of children's work and the quality of teaching and learning in lessons

This is the impact of the teaching:

- Children who enjoy history.
- Children who are inquisitive and reflective learners.
- Children who are able to demonstrate a variety of historical skills and understanding.
- Children who are prepared to share what they've learnt in a variety of ways through using different medias.
- Children who are passionate about history and ask questions to reason why.
- Children who use acquired vocabulary within lessons.

- Children will be ready for the next stage in their education. Pupils with SEND will achieve the best possible outcomes.
- Children who can name significant individuals to their topic and explain their importance.