

**ST LUKE'S CE
PRIMARY SCHOOL**



**CURRICULUM
STATEMENT FOR**

HISTORY

Curriculum Statement for History

Subject Lead: Anna Page

1 Aims

We are guided in our teaching by the National Curriculum 2014, which states:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

2 What will pupils be taught?

Again, this is guided by the National Curriculum:

Pupils should be taught about:

EYFS

Understanding the World

Past and Present ELG

- the lives of the people around them and their roles in society;
- some similarities and differences between things in the past and now,
- drawing on their experiences and what has been read in class;
- the past through settings, characters and events encountered in books read in class and storytelling

Key Stage 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- significant historical events, people and places in their own locality.

Key Stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900

3 How will pupils be taught?

3.1 We teach history from EYFS to Y6 ensuring full coverage of all national curriculum objectives and with clear progression of skills and knowledge. From Year 1 onwards, the children will be taught in topic and discrete lessons.

3.2 EYFS (Understanding the World) – Year 6

3.3 The curriculum is structured and sequenced, so that each unit builds upon the previous units and important vocabulary is frequently revisited, in order that children learn and remember it.

3.4 Resources, visits, and visitors, are chosen carefully to support pupils' acquisition of the key skills, knowledge and vocabulary we have identified. This is further supported through related displays in the classroom. Teachers check pupils' understanding systematically, identifying misconceptions and adapting teaching as necessary. This formative assessment allows teachers to make judgements on how well children have met the curriculum expectations and this is further supported by summative assessments at the end of each unit of work. This may take a number of forms e.g. the form of a low stakes quiz, a written piece, oral discussion or a presentation based on the taught content. Where there is something significant to report or to be celebrated, history may form part of a pupil's end of year report to parents.

4 Inclusion

4.1 In line with our ethos of inclusion, it is important that our ambitious History curriculum can be accessed and enjoyed by **all** pupils. We have the same learning intentions for all pupils, with no lowering of expectations.

4.2 Pupils with Special Educational Needs and / or Disabilities (SEND)

Just as in all other areas of the curriculum, for the delivery of History, teachers need to anticipate barriers to participation for pupils with particular SEND. Planning will minimise those barriers so that all pupils can fully take part and learn.

For all pupils to be able to achieve the same learning intentions, it will be necessary to 'adapt teaching' to ensure access through the use of strategies such as:

- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher, e.g. directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil's independence and their confidence in themselves as a learner is not compromised as a result
- Removing unnecessary expositions, i.e. keeping spoken language at an amount and at a level that will enable maximum access, with visual support
- Supporting different means of expression / methods of recording,
- Intervening appropriately, i.e. checking on the understanding after a whole class introduction, and providing access to key information to support the learning; observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and creating opportunities to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched

Similarly, when assessing pupils with SEND, an altered or alternative method of assessment may be appropriate.

4.3 Mastery

At St. Luke's the curriculum is structured and sequenced, so that each unit builds upon the previous units and important vocabulary is frequently revisited. This approach means that children will be able to recall and apply what they have learnt when they return to it in the future, rather than only when they first meet the idea or skill. Children are also encouraged to make connections and links to other subjects such as geography when studying the development of Formby.

5 Assessment and Reporting

5.1 The purpose of assessment should be to:

- ensure and evidence progression against the programme of study
- track progression of cohorts and individual pupils
- identify lack of progression in order to trigger catch-up strategies

5.2 Progression in the learning of History can be evidenced in these main ways:

a) Individual pupil books

The issuing of a topic book to each pupil gives an opportunity for them to reflect on their work and take pride in their progress. A book also allows systematic recording of vocabulary, useful not only for encouraging word retention, but also useful for looking up words that have been forgotten. Books also allow the teacher to comment on or celebrate written work.

b) Formative assessment

Formative assessment will take place, throughout each unit, to monitor learning and inform teaching. This may be through teacher questioning, observations, marking of written work, quizzes, etc.

c) Regular summative assessment

There are pupil assessment activities at the end of each unit, checking comprehension and recall of key knowledge, vocabulary and skills from the unit in question.

Summative assessment allows not only for the evidencing of progression, but also for identifying when progression is not being made, either at a class or individual level.

5.3 In line with the assessment policy, a verbal report may be given to parents in the autumn and spring parent-teacher meetings. A comment on History may form part of the full written report in the summer term where it is noted to be a particular strength or area for improvement.

6 Impact

By the end of the EYFS

(Understanding the World, ELG: Past and Present)

all pupils at St Luke's will:

- talk about the lives of the people around them and their roles in society;
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- understand the past through settings, characters and events encountered in books read in class and storytelling.

By the end of Key Stage 1 all pupils at St Luke's will:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- 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
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- 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 all pupils at St Luke's will:

- 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
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources.

7 Subject delivery monitoring

The school's History lead has responsibility for the implementation of each unit, the quality of teaching, and levels of pupil progress and achievement. Monitoring the quality of delivery and outcomes can comprise:

- lesson visits
- oversight of planning
- scrutiny of pupils' work
- discussion with teachers
- discussion with pupils

These activities also ensure the History lead is well-placed to identify any CPD needs.

Anna Page
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