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| I N T E N T | <p><i>Our vision for our children as Historians...</i> Pupils will have excellent knowledge and understanding of people, events, and contexts from a range of historical periods and historical concepts and processes. The ability to think critically about history and communicate ideas very confidently in styles. A passion for history and an enthusiastic engagement in learning, which develops a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. Pupils will build a sound chronological understanding linking events to different time periods. Curriculum design will support children to retain substantive knowledge for longer building on time periods across multiple years. This broad curriculum and in-depth knowledge will allow children to learn from the past in order to <i>flourish</i> in the future.</p> |
| I M P L E M E N T A T I O N | <p><i>Our journey...</i> In 2018 we began to overhaul and redesign the curriculum. Using ‘Ebbinghaus’ Curve of Forgetting’ as the basis for our theory. Curriculum content was split into key strands permeating all stages of the curriculum. Pupils will build knowledge using golden strands such as ‘Way of Life’, ‘key events’ or ‘conflicts’. Pupils will re-visit time periods over a number of years rather than ‘blocking’ content for specific year groups. Teachers will regularly remind pupils of previously learnt knowledge and how it links to current learning. In 2021, we evaluated the learning after a completion of the cycle and updated plans to be more engaging and exciting for children. The introduction of new themes such as ‘Technology’ allows learning to take place from moments in history like the bronze age and Ancient Sumer to the Industrial Revolution in Victorian times.</p> <p><i>In a History lesson, this is what you will see...</i> Teachers will follow carefully structured plans developed by the coordinator to build on knowledge over time. Lessons will generally include new substantive knowledge based on time periods, and at least one element of historical disciplinary learning, such as investigating sources. Following pupil reviews, evidence shows that knowledge is retained for longer when learning can be incorporated with drama or art, as well as writing. Therefore, learning outcomes will be in a range of formats, with experience-based outcomes to support children’s learning of history rather than continually practising English skills. The use of artefacts and hands-on sources of evidence is invaluable to pupils learning bringing time periods to life. The school holds a ‘Tullie House’ membership, giving access to loan boxes of artefacts from different periods in history. Teachers will present some information to children, including key vocabulary, in addition to pupils conducting their own research using sources such as books, the internet, photos, paintings, census documents and more. Lessons can also include videos to embed knowledge, especially songs from ‘Horrible Histories’. Lessons will always begin and end with a review of learning.</p> |
| I M P A C T | <p><i>We know our children are achieving because...</i></p> <p>Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning so that all children keep up. Teachers will use formative assessment of children’s responses to historical questioning and theory during their history lessons and discussions within all subject areas. Half-termly discussions of pupils progress along with book looks will provide a summative assessment of the overalls provision and pupil progress. Teachers will use this information to inform future learning.</p> <p><i>If learners need support we have these systems in place...</i></p> <p>Through the use of the spiral curriculum method, children are able to revisit specific topics throughout their primary school career. This enables children to consistently re-apply their understanding and progress. Consolidation weeks are implemented into our medium-term planning to address misconceptions and any gaps in learning. Our curriculum is designed to be challenging yet accessible for all, with high expectations. Any pupils requiring support with English outcomes receive support from staff in lessons.</p> |