

History



Curriculum Vision

"We are not makers of history; We are made by history" Martin Luther-King

Curriculum Intent:

At Carr Mill we have designed a bespoke, engaging, hands on curriculum that aims to inspire young historians. The study of history allows our children to build temporal awareness as they come to understand their place in the story of human development. At Carr Mill we feel it is important to support children in developing a sense of identity on a personal, cultural, national, and global level. We strongly believe that by studying and understanding the past our pupils will better understand the complexity of people's lives, diversity of societies and be better equipped to deal with changes and challenges in their time. As a school we recognise the importance of supporting children in their understanding of people and events from the past, as this allows them to become more informed citizens and prepares them for adulthood in the 21st century. We have achieved this by ensuring that five important threads that underpin our curriculum:

- How people's lives have shaped the nation
- How Britain has influenced and is influenced by the wider world
- The expansion and dissolution of Empires
- British Values & Democracy
- Industry & Invention

Our curriculum is designed to be:

- **Aspirational:** We aim for our children to achieve the highest levels of success by providing opportunities to build knowledge, Master skills and acquire specialist language.
- **Coherent:** With the scope and ambition of the national curriculum we have planned coverage that not only allows for in depth investigation of specific time periods or events but also builds upon themes.
- **Sequential and chronological:** As we have mixed age classes, we run on a 2-year cycle and work in phases KS1/ LKS2 and UKS2. This has implications for sequencing and progression, and we have worked to ensure that children always build upon what has been done before and introduced and amended units to ensure it is sequential and progressive. British History is taught in chronological order from KS2 in order to allow the children to create a coherent, chronological narrative.
- **Progressive:** The history curriculum has been carefully planned on a two-year cycle to promote progress and build upon learning experiences, knowledge, vocabulary and anticipated outcomes across the eight years that children attend our school, from nursery to year six. We have ensured knowledge is progressive through our sequencing and composite and component documents but also disciplinary knowledge are progressive from phase to phase and within a cycle as we cannot account for which cycle the children will do first. We have chosen 5 main areas of disciplinary knowledge to ensure they can be built upon across the school. These are listed below.
- **Inclusive:** We aim to deliver the same curriculum to all pupils, differentiating provision where necessary.

We aspire for children to leave our school with the skills to communicate, write and think like a historian. During their time at Carr Mill they will develop skills of critical thinking which will allow them to make more informed judgements, without just simply accepting things.

Curriculum Planning and Organisation- Implementation Documents:

- **Long Term Planner** - Providing an overview of provision from EYFS - year six, which takes into consideration the requirements of the national curriculum and the *EYFS Understanding the world* framework and the *past and present* early learning goals.
- **Schemes of Work** - We create bespoke schemes of work that support teachers subject knowledge by providing our teachers with a background of subject knowledge, prior learning and end points for learning which can be assessed against. They are based on research and current thinking in history.
- **Knowledge Organisers** - To be used collaboratively by teachers and pupils in class to reinforce substantive knowledge and vocabulary across history topics.
- **Substantiative Knowledge** - Though the use of composite and component grids we have decided upon 5 key pieces of knowledge that will underpin each study of history. This allows our curriculum to be 'knowledge rich' rather than 'content heavy'.
- **Disciplinary Knowledge** - A progression of knowledge and techniques that 'disciplines' our curriculum. The disciplinary knowledge that underpins our curriculum fall under five main headings: Chronology, Cause of Consequence, Historical Enquiry, Change and Continuity and Interpretation.
- **Conceptual Knowledge** - understanding over time of abstract terms such as Empire; Democracy; Industry; Monarchy and diversity.

The History curriculum is led by an experienced member of staff who has held the position of subject coordinator since September 2018. The subject Lead works alongside the curriculum lead and together they have designed the curriculum long term planner, progression map and KSPs (age-related expectations) for history, which are updated and reviewed annually. They have also implemented whole-school projects (such as Black History/ Shakespeare Festival activities) and provided the necessary resources to enable high-quality teaching and learning of history to be taught throughout the school. Subject coordinator time is provided for the history coordinator to ensure resources are kept up to date, to monitor the subject across the school and to provide subject feedback to SLT and governors as appropriate.

The teaching and learning of history is carried out in blocked timetables for in alternative half terms. One Geography/ one history. This enables the children to revisit prior knowledge, introduce subject-specific vocabulary, make connections and to develop and integrate new knowledge and skills in activities over a short space of time to aid knowledge retention. Knowledge organisers are used to support the learning of significant people, places and events (in our own locality, Britain and the World) and support the children in remembering key facts and important information.

Educational visits are a key part of our history curriculum, and we encourage all year groups to seek opportunities to plan additional history learning outside the classroom which is related to their current topic- when this supports and enhances the learning. Our children have visited local museums and had visitors into school to share their knowledge to provide a 'hands-on' experience to aid their understanding of historical concepts. In each cycle-, children will take part in at least one local history unit, where children develop an understanding as to why the area in which they live is worth knowing about. It enables them to be aware of the local heritage buildings and strengthen their chronological understanding and their appreciation of how and why things change.

History is assessed at the end of each term by the class teacher using the KSP, which indicate how the child's learning is progressing throughout and between year groups in order to address this accordingly. Key vocabulary is also used as an assessment tool to inform teachers of how well a history unit has been taught and learnt.

History Impact

The children at Carr Mill Primary School have described through pupil voice interviews that they have a good understanding of what history is and that they enjoy and can recall their history learning especially when it has been combined with a practical experience. Children demonstrate a good quality of work within their history books to acquire knowledge, skills and vocabulary at an age-expected standard and in the appropriate sequence. The school's most recent assessment data (end of academic year 2020/21) shows that at least 80% of children in each year group from Year 2-6 are achieving the age-related expectations in their history learning.