

## Alderman's Green Primary School History Curriculum Policy

### **Intent:**

At Alderman's Green, our history curriculum has been designed and constructed to ignite curiosity and fascination of the subject. It enables our children to be enriched with both procedural and declarative knowledge alongside developing skills in each topic. We have planned a curriculum that is in historical chronological order as we know our children struggle to retain information and build upon prior learning. The powerful knowledge and skills that our pupils will acquire will ensure that they have cultural capital and become educated citizens of the world. Our history curriculum allows our pupils to become competent within a wide range of skills and to gain and deepen their knowledge and understanding of historical concepts on a local level, tailored to our community and learning about and taking pride in Coventry's heritage. This forms the key foundation of our curriculum as we want children to have pride and knowledge within themselves and the rich history of Coventry which then leads them onto discovering about history at a national and international level.

In order to inspire our pupils, we have built our history curriculum on our intent drivers of talk, feel, question and reflect to tailor it to our individual needs. These drivers ensure that children have ample opportunities to develop their critical thinking as learners, that our curriculum is vocabulary driven and enriched with tiered historical vocabulary and key terms throughout. To further gain first-hand experiences school visits and trips are planned carefully to ensure learning goes beyond the classroom. We also incorporate cross-curricular links which include SMSC, to allow our pupils to develop tolerance, understanding and empathy towards people, cultures, the environment and celebrate diversity - a crucial skillset within our school community. Our curriculum is designed to develop understanding of British culture and that of the wider world and how this has evolved to what it is today.

Pupils are taught to recount facts from famous events and explore the character, nature and actions of key figures in history. In KS1, pupils compare their own lives to those of their family and consider similarities and differences. They place key events in chronological order and begin to consider the different ways in which the past is presented. In KS2, pupils use timelines to chart chronology and explore reasons for events and changes. They compare the past with the present day and consider how different views of the past are formed. They gather and present evidence and link learning in drama, art and English to bring history learning to life. As a school, we intend for history to fire our pupils' imaginations, transport them to times gone by and enable them to investigate the many and varied interpretations of local, national and world history.

### **Implementation:**

To ensure our pupils receive a high-quality history education, the autumn term is dedicated to the teaching of History. Each year group will learn about a topic in detail and units are in chronological order from Years 1-6 to aid knowledge and learning. Forming a foundation to history in early years, this is then built upon throughout each year to ensure they have an in-depth and secure knowledge and understanding of history by the time they reach the end of Key Stage 2, resulting in acquisition of cultural capital and becoming worldly, educated citizens of the world. Our progressive approach adheres to both the national curriculum as well as reflecting the needs of our children. As part of our history curriculum, children develop rich historical knowledge about their own locality and where they live which deepens throughout KS1 and into KS2. We build upon this to establish not only a rich understanding of local history but appreciate and deepen understanding of national and international history. By incorporating key historical concepts in each year group, we are able to broaden children's history knowledge and understanding. Retrieval practise is planned into each sequence of lessons to embed key learning, enabling children

to learn more and remember more which is fundamental for our children. Key concepts and themes are taught in lessons and then re-visited within the topic, as well as revisited in other topics taught in different year groups so that children can make clear and coherent links within their learning of History. We also embed the key historical terms and vocabulary. New vocabulary is introduced which is revisited and built upon as they move through the school years. All teachers have knowledge of the key terms that they need to teach as well as the pupils' previous knowledge of the terms to ensure they have a secure understanding and being used accurately within their learning.

To aid curiosity, we have developed a curriculum which encourages children to not only question what they have learnt but question how it impacts them and their lives. We use a 'Big Question' for each topic to encourage children to want to explore, investigate and discover. We believe by posing questions, this develops their historical enquiry by turning their learning into a process of investigation alongside learning the key facts. We start topics with a 'wow' launch to hook the children in and develop their feelings towards their learning. This excites pupils and promotes enthusiasm to learn. During the planning of each topic, a trip or a visitor will be incorporated to provide our pupils with real life experiences and also encourage outdoor lessons and activities. This also develops powerful knowledge to ensure our children have cultural capital and will create fun, exciting, memorable learning experiences which will develop the key knowledge as part of the learning sequence. Through this, we will see children be able to confidently articulate their learning and make links across their understanding of key events throughout History.

### Impact:

*"The quality of the history curriculum is **strong**. It has ambition for all, children are motivated and enthusiastic to learn and enjoy it, those who are disadvantaged and or SENd are considered in the planning and tasks are adapted to enable them to engage with their peers. When speaking with DP there was no difference evident between their understanding and the quality of their work and that of their non DP peers. Planning and pupil conversation feedback demonstrate that children are working at an ambitious level, covering the curriculum as set out by the school and the national curriculum guidance." – History Deep Dive – Governors*

The successful approach to the teaching of history at Alderman's Green Primary School has resulted in a fun, engaging, high quality history education that provides children with the foundations for understanding key events from History and how this has affected their lives today.

The impact of history is measured through regular monitoring of the provision of teaching and learning, planning, work completed on Showbie and pupil voice. Our aim is to show impact through the following:

- Children demonstrate a love of history and an interest in further study and work in this field.
- Children retain knowledge that is pertinent to key events in history.
- Children can question ideas and reflect on knowledge, using the key historical vocabulary identified for each unit.
- Children can articulate their understanding of key historical concepts through different units and be able to explain, justify and reason using rich language linked to history.
- Children working collaboratively to discuss, question and reflect on their learning in History.
- Children are able to make links with current events using their learning from history
- Children have a secure understanding of what History is and can explain chronology
- Children make links with prior learning and build on learning year on year
- Key vocabulary is used and explained well throughout all year groups
- Children can retrieve information from previous year's learning and plot historical events in chronological order
- They can speak of the impact Historical events have had on life in present society