



# Great Marsden St. John's Primary - a Church of England Academy. Our Curriculum Statement for History.

## **Our Vision**

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

## **Our Mission**

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

## **Our Values**

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

At GMSJ we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our History curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

## **CURRICULUM INTENT**

Our History Curriculum is broad and ambitious. It is built upon the National Curriculum coupled with defined development of cultural capital “the knowledge that children need to be effective citizens”. Where possible we expose the children to experiences they are unlikely to encounter in other parts of their lives. To achieve this we have a comprehensive and deep knowledge of our families and community that enables us to strategically plan life enrichment.

Our History Curriculum is well planned and sequenced, it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed as geographers. The History Curriculum is a spiral curriculum (Jerome Bruner) where subject big concepts, procedural and declarative knowledge are reencountered throughout the child's life at GMSJ.

Disciplinary Knowledge refers to the knowledge of how to perform a specific skill or task, it is automatic. In History disciplinary knowledge is about the methodology of historians or the procedures for conducting historical investigations, using big concepts such as questioning and cause and effect.

Substantive Knowledge involves “knowing that”. Recalling information from substantive memory involves some degree of conscious effort – information is consciously brought to mind. It is the Who, what, where, when and why of learning.



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Examples in History : Who was Boudicca? When was the Iron Age? Why did the Romans invade Britain?

The two work together. For example children will interrogate pictures of Egyptian wall paintings to answer the question - What can this source tell us about life in Ancient Egypt?

Big concepts are complex and abstract, such as 'place', 'chronology' or 'grammar'. These big concepts hold disciplinary and substantive knowledge. They tie together geographical topics into a cohesive framework. Examples of big concepts in History are : chronology, change over time, cause and effect, questioning and investigation and communicating.

By encountering the same big concept over and over children gradually build understanding of them.

Our History Curriculum has a coherently planned assessment sequence to measure the impact of the curriculum on the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on. In History we assess progress at the end of each topic. We understand that the securing of disciplinary knowledge and Big Concepts will take longer and will be developed over a series of topics.

Our History Curriculum is inclusive. We have high expectations for all our children and all children access the full History curriculum. An inclusive History classroom should provide a positive teaching and learning environment to promote self-esteem and help students to understand and value diversity and challenge assumptions.

Our History Curriculum ensures that the Golden Thread runs through it as the scheme of work selected develops vocabulary, written outcomes and speaking and listening.

### CURRICULUM IMPLEMENTATION.

How we implement our broad and ambitious History curriculum. From entry into school in EYFS, all children experience the History curriculum. Their curriculum is planned in order to meet the end of year expectations of the Early Learning Goals. The curriculum developed for Year 1 builds upon the experiences children have encountered in their first year of school.

We weave high quality activities which increase cultural capital throughout the History curriculum. For example in Year 3 visit the Egyptian collection at the Manchester University museum or in Year 4 meet a real Viking.



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How we implement our well planned and sequenced History curriculum.

Big concepts are charted on the History Curriculum Map. This careful process ensures that historical learning is sequenced to build upon prior knowledge.

This map also identifies which medium term planning resource must be used to inform short term planning. In History this is Key Stage History.

Each History topic states the number of hours that should be spent delivering that learning. Such rigour ensures that learning is focused and diverse.

The timetabling looks like this:

In EYFS the approach is flexible to suit the topic being covered plus the needs and interests of the children.

In KS1 and KS2 Each unit should take 12 sessions

1 afternoon = 2 sessions

6 full afternoons in total

For the majority of History lessons a defined structure is in place. This is not dictatorial however, it is expected to see some aspects of the outlined framework in each lesson.

In History stem sentences are utilised to hook learning into memory. They are a learning scaffold that can help students respond (orally and through writing) using complete sentences. For example in History - The fire spread quickly because the houses were built very close to each other and made of wood. The Rosetta Stone helps us understand hieroglyphics.

Assessment sits at the heart of History teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in procedural and declarative knowledge. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

We want to assess the progress children make within a topic but also how their procedural knowledge has improved over time. To enable this, a spider diagram will be completed at the start of the themed learning where the child/ren record what they already know about this. This is recorded in their book. This same spider diagram is revisited at the end of learning sequence and further annotated with what the child/ren knows/can do. Whilst marking this staff will annotate a simple assessment grid. Pupil Conferences, which will facilitate book looks, will add to the overall assessment of History .



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Children are taught to 'self assess' their learning. In History this will be related to how well children feel they have managed to answer the Big Question which was posed at the start of the lesson.

Marking and Feedback is a crucial aspect of assessment but this must be manageable. Verbal feedback, throughout the lesson, as children work towards answering the Big Question is vital in resteeering, guiding and initiating an immediate response. It also provides evidence about current knowledge and skill development. In History marking of any written work should adhere to the marking symbols in the Marking and Feedback Policy. This ensures that standards of Literary work are consistent across the curriculum.

How we implement an inclusive History curriculum.

Tasks, questioning and recording may be differentiated to aid inclusion. In very rare instances, a bespoke History topic might be delivered to meet the needs of an individual.

How we implement the Literacy Golden Thread through our History curriculum.

In recognising that Literacy skills form an essential basis on which the rest of our curriculum is built, it is fed through the History curriculum.

The Golden Thread emphasises the teaching of vocabulary. We know that this is often a barrier for our children and therefore requires more input. Technical vocabulary that is essential for the understanding of History is taught and displayed in each classroom.

We know that access to books is sometimes an issue for our families. To this end we have well stocked classroom libraries so that the children can always read in school and Key Stage libraries which allow children to select books to take home. Books related to our History topics are available for children to access.

We recognise the importance of applying maths in real life contexts and in solving problems. As such, where possible, links between maths and history are made. An example of this is the use of census data in the local History.

### CURRICULUM IMPACT

To measure the impact of the History curriculum at GMSJ we use qualitative and quantitative information.

What we measure:

Pupils disciplinary and substantive knowledge across the curriculum.



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Pupil's progress from starting points.

How we measure:

Reviewing and evaluating the start and end point spider diagrams.

Pupil voice via pupil conferencing.

Observation of teaching and learning.

Why we measure:

To identify strengths in our History curriculum delivery and set goals for improvement.