

# Rose Wood Academy



## Subject Statement for History

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# Subject Statement for History

## Curriculum Aims

The key aim for our history curriculum is to ensure that children leave Rose Wood with a coherent knowledge and understanding of Britain's past and that of the wider world. This begins in the Early Years where children begin to understand the concept of chronology by looking at changes in their own lifetimes, learning about how they have changed from babies. Children learn about families, their parents and grandparents. The aim of our KS1 history curriculum is to build on this early knowledge and understanding. Children will develop the language of history and extend their understanding of chronology to beyond their own lifetimes. Children will gain an early understanding of how we can use historical sources to develop knowledge of life beyond living memory, an aspect which will be developed further within the key stage two curriculum. Children will learn about some significant people and events, including opportunities to look at aspects which are relevant locally.

The aim of the KS2 history curriculum is largely driven by the expected knowledge outlined within the National Curriculum. The aim is to embed identified key knowledge and historical skills that build on prior knowledge. To develop the children's sense of chronology, children will be made aware of where the period studied relates in time to other periods of historical significance. Each year group in KS2 will study an early civilisation and these will be compared when children have learnt about all of these civilisations, with a focus on their legacy on society today. Our curriculum aims to give children a strong grounding in British history chronologically from the first settlements through to Roman Britain, the Anglo Saxons and the Vikings, culminating in World War 2 in Year 6. Woven through these is the concept of invasion and its impact on Britain. These units are supplemented with additional units to reinforce children's historical skills, support learning in other subjects and foster a love of learning about the past. Our history curriculum also offers some opportunities beyond the national curriculum to further consolidate the skills taught, broaden the children's knowledge and enhance engagement. Throughout the curriculum, pupils are taught the substantive content which defines each period - knowledge which is carefully planned and regularly revisited to ensure that it is fully embedded. The skills of how to be a historian are also carefully planned for and run through all history units.

## Subject Content and Organisation

The Rose Wood history curriculum is driven by key knowledge and skills as outlined in the National Curriculum. The knowledge and skills are outlined in the key knowledge documents and history end points. The key knowledge documents contain the substantive knowledge that children are expected to know and retain about each specific aspect or period of history studied, the procedural knowledge identified for each unit and also include identified historical vocabulary and definitions. The history matrix outlines the progression of the procedural knowledge/skills and concepts throughout Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

In addition to these documents, we have a history rationale. This rationale provides an overview of the key knowledge that the children learn throughout their time at Rose Wood and

helps staff to understand the significance of each history unit within the whole school history curriculum. In addition, as part of the learning of each historical period or event, the children are taught to think about three aspects that they will revisit throughout their time in school to support their learning. These are:

What changed during this period or due to this event?

What caused that change?

Why is that change so significant that we are learning about it today?

### Key Knowledge Documents

Our key knowledge documents contain the knowledge in our Rose Wood curriculum. These documents define when and where this knowledge will be covered and also identify prior learning so children's learning is building upon what has been previously taught. Our key knowledge documents ensure that there is absolute clarity on what must be taught and allows knowledge to build and develop as staff know exactly what has gone before. Equipped with this knowledge, staff can plan to deepen, develop and revisit so that it becomes embedded.

For each unit of work, clear end points are identified which build throughout school to support children's learning. The key knowledge document also identifies links to other curriculum areas. These links allow for further deepening of knowledge and development of schema.

### History Matrix

The history matrix is designed to provide support for staff with the progression of knowledge through school. It breaks our curriculum down into 'aspects', such as sequencing the past. These 'aspects' are standardised across KS1 and KS2 to allow for revisiting and to help build schema. To ensure progression, progression statements are attached to each aspect by phase and exemplification of what working towards the standard, meeting the standard and exceeding expectations look like is included.

## Embedding Knowledge

At Rose Wood, we recognise that learning is only successful if children can securely draw upon it and build upon it. We know that scientific research states that the act of retrieving prior learning strengthens memory and helps ensure that children leave school secure in the knowledge and skills mapped out in the curriculum. We also know that learning is generative – new learning is embedded far more successfully if it accumulates around prior learning. Our approach to securing knowledge and is therefore threefold:

- Learning is reviewed regularly
- The curriculum is designed to build on previous learning. These links are explicit and revisiting is built in so that children can make clear connections and learning is embedded.
- Retrieval practice is built in to the curriculum to help children recall information from their memory

We use a range of retrieval approaches, which are deliberately varied in design to allow students to explore their schemata in different ways, strengthening future recall.

In history, the planning documentation provides staff with information about prior learning so that it can be revisited and built upon. Tasks are designed to draw on prior knowledge when making comparisons or by following key strands of history, such as invasion. Time lines are used as an essential part of both recall and revisit. When revisiting key periods or events, children are encouraged to focus on the three areas of:

What changed during this period or due to this event?

What caused that change?

Why is that change so significant that we are learning about it today?

Graphic organisers are used to provide children with a tool for remembering the key knowledge taught during the enquiry. These will be used for recall, revisits and elaboration to support a deepening of knowledge. In addition, the key knowledge that the children need to retain is written in the form of a knowledge narrative that the children learn and practice recalling.

## Leadership Activities

As with all subjects, the quality of teaching and learning for history is every leader's responsibility and all leaders will have an oversight of the quality of teaching and learning for history. There is also a designated humanities team who have ownership of the curriculum. As well as supporting the leadership team to ensure the highest standards of teaching and learning for history are maintained, the humanities team will also be the 'subject champions' and will keep abreast of all the new developments that are happening within the subject as well as ensuring high levels of subject knowledge which they will use to support others. They are also in charge of maintaining and acquiring the appropriate resources and supporting staff with their use. The humanities team will deliver subject specific CPD or will identify appropriate external CPD for staff. The humanities team will also perform monitoring and evaluation on an ongoing basis and feedback their findings to the SLT.

### Monitoring and Evaluation

Monitoring and evaluation is ongoing throughout the year. The monitoring will be carried out by the humanities team but other senior leaders will monitor the subject at certain points throughout the year. The main activities that make up the monitoring process are:

Learning walks and enquiries

Work Scrutinies

Pupil Voice

Teacher Voice

Planning and content coverage checks

The humanities team and the SLT will evaluate the outcomes from these monitoring activities. This evaluation will be used to inform next steps for development such as identifying CPD for staff, supporting with subject knowledge or improving use of or access to resources. The evaluation will be used to produce subject specific action plans.

### CPD

The humanities team attend and lead some CPD for staff. This will be to support subject knowledge or could be to introduce new material, resources or ideas. They will also organise external CPD as appropriate to support whole school or individual development.

### Resourcing

The humanities team are responsible for ensuring that the school is appropriately resourced to allow teaching staff to deliver high quality history lessons and to ensure that pupils get the best experience they can. This could be in the form of physical resources such as artefacts or information texts. It also includes online resources such as 'The History Association' and 'Key Stage History'. The humanities team regularly assess the quality of the resources and also keep themselves informed about new developments and innovations that could further enhance and improve the quality of the subject within our school.

## Assessment

Teachers at Rose Wood use assessment regularly to support them with their planning and task design. It underpins the principles for learning and ensures that all children make progress and face the appropriate level of challenge. It allows staff to know which children need greater challenge and which children need scaffolding and support to allow them to continue to make progress.

Clear history end points and end of unit outcome tasks are identified for each history unit. Assessment documents are created by the humanities team for each unit and include the end points and procedural knowledge within the unit. By assessing against these, teachers can identify any children who have gaps in knowledge. These assessments are passed on to the subject lead at the end of each unit to identify any trends in areas that children find challenging; inform subsequent subject leader actions and target staff CPD to improve subject knowledge.