



# History Curriculum Rationale

INTENT		IMPLEMENTATION		IMPACT	
<b>Alignment</b>	Our Early Years programme for Reception follows the Understanding the World programme from the statutory Framework for EYFS. The National Curriculum for history is used as a basis for KS1 and KS2 content. Our history curriculum will allow our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. The curriculum is designed so that children gain this knowledge as they progress through the school.	<b>Pedagogical Approaches</b>	Four core elements are used to make up the teaching and learning approach to history; engage, develop, innovate and express. Guided, independent and retrieval practice are used as described by Rosenshine to enable children to remember the key knowledge taught. Questioning is used to open up the content to be studied. Teaching slides are produced to support teachers in delivering the projects.	<b>Approach to Assessment</b>	Formative assessment is used in each lesson to identify and address gaps and misconceptions. It is used in every lesson to recall learning from previous lessons and years. One-hit feedback and live marking take place to ensure that these misconceptions are addressed in a timely fashion. Project quizzes are used at the end of each project to assess children's knowledge.
<b>End Points</b>	Children will develop coherent knowledge and understanding of key aspects of Britain's past and that of the wider world. In doing this, our children will have an understanding of how to be a good and responsible citizen, understand change and societal development and understand how the world has come to be what it is today. Children will have learnt to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.	<b>Teachers' Expert Knowledge</b>	The History Leader supports all teachers and delivers regular CPD. Teachers plan using the Cornerstones Curriculum Maestro which provides teachers with teaching slides and resources to support the teaching of the projects. The knowledge on Cornerstones Curriculum Maestro ensures that all teachers have access to expert knowledge so that explanations are clear and accurate and misconceptions are anticipated and addressed as they arise.	<b>Performance Data</b>	In the EYFS, we monitor progress using the non statutory guidance Development Matters and at the end of the foundation stage we assess against the Early Learning Goals. Data for history is generated through teacher knowledge of the children's understanding gained through assessment strategies. At the end of each lesson, teachers make judgements and assess children's level of understanding using Cornerstones Curriculum Maestro to indicate whether the children have achieved, partially achieved, or not achieved the objectives taught.
<b>Sequencing</b>	Children will progressively develop their skills from EYFS, KS1 and through to KS2. History is taught in driver projects each of which has a clear overview outlining key concepts, knowledge, skills and vocabulary to be taught. In EYFS, children have opportunities to order events in chronological. Year 1 begin by studying aspects of time closer to their own experiences before learning about schooling in modern times and in the Victorian period. Year 2 extend their studies to explore a broader range of periods exploring the concept of significance concept of power and monarchy in Britain. In lower KS2, the curriculum provides children with the opportunity to study ancient history through ancient Greece and the Roman Empire in Britain, before studying Ancient Civilisations in year 4. In upper KS2, children continue to study ancient civilisations through an in depth analysis of Ancient China. They further their knowledge of British history through their study of the Tudor period and the project Britain at war.	<b>Promoting Discussion and Understanding</b>	Discussion and effective questioning by the teacher is key to allowing pupils to recall new knowledge. It will also help them make links between new material and prior learning. Through the use of formative assessment each lesson, information can be recalled by the children from their long-term memory.	<b>Pupils' Work</b>	We have high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride, linking with our school values. Pupils' work, in written and photographic forms, is used to secure and demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of the monitoring process.
		<b>Knowing and Remembering More</b>	Opportunities for retrieval practice are included in History lessons to ensure that knowledge is transferred to the long term memory. Each lesson begins by reviewing prior learning from previous lessons and projects ready for their development in the new one. History activities can be included in the creative curriculum homework to develop children's retrieval skills and knowledge.	<b>Talking to Pupils</b>	The subject leader talks to pupils about their learning as part of the monitoring process. Children's books are used to guide discussions and provide the subject leader with the information required to identify the key knowledge, facts, concepts taught have been remembered and understood. The subject leader will also ask the children about what they have learnt in their current year and previous years, to see if subject matter has been embedded into the children's long-term memory and links have been established.
<b>Social Disadvantage</b>	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant special educational need. Retrieval practice is key to ensure that all children are accessing the curriculum and is embedded into our day to day teaching. Trips and visits to historically relevant sites are planned to enhance their learning in history and create positive memories.	<b>Teacher Assessment</b>	Formative assessment is essential to ensure that all children are not only learning new concepts, but remembering and applying previous knowledge and skills. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed as does marking and feedback during or between lessons.		
<b>Local Context</b>	Our local area is used to support the teaching of History. Gloucester and its surrounding areas has a wealth of local museums which support the teaching of history and allows children to experience first hand evidence of the past.				