

History

Curriculum is derived from the Latin word 'currere' and our curriculum is therefore the 'path' we want our children to take on their journey with us through All Saints.

Intent

We want to stimulate children's natural curiosity through our knowledge-based history curriculum and encourage each and every child in our care to develop a passion and a love for learning about the past, where they are not only able to gain a better understanding of their own place in the present, but feel empowered and inspired by their role in building a better future. With our literacy-rich approach using the Pearson Primary History Curriculum, we seek to encourage all our children to be confident, critical thinkers, who are reflective about the complex lessons we can learn from history. We aim to guide all our children towards becoming compassionate, responsible individuals, who respect and celebrate the cultural diversity of Britain and the wider world, which we owe to the people and events of the past who have shaped our world today.

Our history curriculum has been designed to ensure every child:

- Gains a coherent, chronological understanding of the history of Britain and the wider world
- Develops a rich vocabulary grounded in historical terminology
- Understands historical concepts and uses these to make historical enquiries through analysis, questioning and making connections using time, place, motive and context
- Has the unique assessment opportunity to apply their historical understanding to an analytical essay that employs critical thinking
- Has opportunities to explore local history through our pledge, which weaves itself through our history curriculum
- Is able to deepen their historical understanding across our wider, synergistic curriculum

Implementation

All teachers and leaders have a firm and common understanding of the school's history curriculum intent and as such, are dedicated to the teaching and delivery of high-quality history. To enable this, whilst also endeavoring to reduce teacher workload, we have chosen to use the Pearson Primary History Curriculum, supplemented by our school pledge. Each year group studies three history units over the course of the year, which are made up of a meticulously planned series of lessons, underpinned by the best evidence about how children learn. They are intelligently sequenced to ensure that key knowledge is retained and developed over time and its foundational principles are aligned with the Anthem Way. Teachers are adept at using the Pearson Primary History Curriculum as a platform and adapting it to suit the needs of their cohorts. Each unit of work revolves around:

1. Work booklets have been collated to contain all three units for each year group to clearly evidence progress across the course of a year. These workbooks ensure that every lesson includes rich, challenging text, written at an age-appropriate level. Key graphics, images and diagrams are all included alongside the text; key or new vocabulary is in bold. Questions and tasks break up the lesson, meaning children get regular opportunities to practise new learning.
2. Knowledge organisers (including core facts and historical vocabulary) start each unit and provide clarity to subject leaders, teachers and children about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the long term.

3. Lesson plans break lessons down into smaller sections of explicit teaching, followed by regular opportunities for all children to think critically, apply historical knowledge and practise key skills. Each unit consists of six carefully sequenced, literacy-rich, knowledge-based lessons, readily available to teachers, so that they can use their valuable time to develop their own subject knowledge and adapt the learning appropriately and effectively.
4. Slideshows support the teacher in delivering the content of the lessons clearly and precisely. The slides aid children's memory through 'dual-coding' (receiving explanations through both the visual and auditory channel).
5. Low-stakes, multiple-choice quizzes are efficient, effective and motivating for children, whilst providing teachers with vital information about what children have misunderstood, and/or what they are struggling to remember. Recall and retrieval quizzes occur at the start of every lesson; mid-unit check-in quizzes take place in the middle of every unit.
6. Learning reviews are completed at the end of every lesson, encouraging our children to be reflective about what they have gained from a lesson and to consider what has piqued their interest and curiosity
7. The sixth and final lesson in a unit of work is an assessment essay, which allows the children to apply all their knowledge of historical concepts using historical skills.
8. Pre-teaching sessions give novice learners key contextual knowledge and front-loads vocabulary to ensure that every child can be a successful historian in every lesson
9. Our school pledge offers children the opportunity to link some units of learning to our local history (evident on our long-term plans).

Impact

Through the quality-first teaching of history taking place, children will be able to ask perceptive questions, think critically, evaluate evidence, sift arguments and develop perspective and judgement. With on-going assessment opportunities throughout each unit, teachers will be able to continually assess the formative impact lessons are having on every child. At the end of each unit, the opportunity to write an extended essay on a focused question will ensure that our children are able to elaborate on all the knowledge that they have acquired throughout the unit. Regular book looks act as a further evidence base for the impact of the sequence. Ultimately, our curriculum develops inspired historians, who can confidently talk about what they have learnt using subject specific vocabulary; they can speak enthusiastically about the importance of this subject and how it inspires in them a curiosity to always keep learning from the past so that they might inspire others in the future.