

History Curriculum Rationale

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." The National Curriculum 2013

INTENT



Alignment to National Curriculum

The history curriculum at St Wilfrid's follows the national curriculum as a basis for its content and framework. The generic key historical concepts of **continuity and change, cause and consequence, similarity, difference and significance** run through the curriculum. Children develop a secure chronological understanding and a knowledge and understanding of Britain's past and the wider world, as outlined within the national curriculum. Kapow resources may be used to support the planning and delivery of high-quality history lessons.



End Points

Through their mastery of our history curriculum, children will develop a coherent knowledge and understanding of key aspects of Britain's past and that of the wider world and will gain foundational knowledge that will help them understand how the world came to be how it is today. By the end of Key Stage 2, children will be able to think critically, ask historically relevant questions, evaluate sources and evidence, and develop informed perspectives and judgements. These skills provide a strong foundation for secondary education and support children in becoming thoughtful global citizens.



Sequencing

Knowledge learned in Key Stage 1 provides the foundations for concepts explored in Key Stage 2. In Year 1, history begins with periods and events that are closer to children's own experiences, before moving towards more abstract concepts and events in Year 2 and beyond. KS2 units are, where possible, sequenced chronologically. This is to help children develop their chronological understanding. Where this is not possible, teachers set material in context using timelines. Material is also set within a geographical context.



Addressing Social Disadvantage

Young (2008) says that knowledge is crucial for social justice. All children have a right to know and remember the powerful knowledge and key vocabulary identified in our curriculum and captured on knowledge organisers. Regular retrieval opportunities are incorporated into our day-to-day teaching to support children in remembering and applying key historical knowledge.



Local Context

Our local area is utilised to support the teaching of history. Sheffield and the surrounding area has a wealth of local museums which are used to support the teaching of history and to enable children to see first-hand evidence of the past.

IMPLEMENTATION



Pedagogical Approaches

History is primarily taught through direct, explicit instruction, practice and then feedback, as research shows that this is the most effective and efficient way of teaching new concepts and skills. Guided, independent and retrieval practice, as described by Rosenshine and rooted in cognitive science, are used, where appropriate, to ensure children remember key knowledge. Children are then supported to think critically, ask questions and make connections between historical ideas.



Teachers' Expert Knowledge

The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. Where needed, teachers can use professional development opportunities and supporting resources, such as Kapow materials, to strengthen their subject knowledge. It is essential that teachers have the required level of expert knowledge so that explanations are clear and accurate, and children's misconceptions are anticipated and addressed as they arise.



Promoting Discussion and Understanding

Discussion, both pupil-to-pupil and pupil-to-teacher, has an important role in developing children's historical understanding. Effective questioning enables pupils to practise new knowledge, make links with prior learning and develop their historical thinking. Essentially, through these opportunities for talk and the use of key vocabulary, children develop a deeper understanding and mastery of the core knowledge. (See also pupils' work.)



Knowing More and Remembering More

Knowledge organisers set out key knowledge, core vocabulary and key concepts that all children are expected to understand and remember. Opportunities for retrieval practice are built into history lessons to ensure knowledge is transferred into long-term memory.



Teacher Assessment

Formative assessment is essential in the implementation of the history curriculum to ensure that all children are developing the knowledge needed. Effective questioning, as outlined in Rosenshine's principles, plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed.

IMPACT



Approach to Assessment

The five strategies of formative assessment (William 2011) are used in history to support and promote deep learning. Specific recall activities, like quizzes, are used to enable teachers and children to monitor the depth of understanding of core knowledge and the strength of its retrieval.



Performance Data

Performance data for history is generated using formative assessment in lessons, retrieval activities, and pupils' work, and is tracked in a markbook.



Pupils' Work

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. Children will have opportunities to 'work like a historian' by: using historical vocabulary in their speech and writing; looking at and evaluating sources of evidence; constructing arguments.



Talking to Pupils

The subject leader talks to pupils about their learning as part of the monitoring process. Children's books and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the powerful knowledge and core vocabulary has been remembered and understood.

Links / References

The National Curriculum for History
David Didau – Learning Spy (references to Young)
Rosenhine's Principles for Instruction
Dylan Wiliam – Embedded Formative Assessment