



Intent:

The history curriculum at Hunningley Primary Academy provides children with coherent, chronological knowledge of the history of Britain and the wider world, through the framework of three vertical concepts. Beginning first with the National Curriculum, we have designed our curriculum as a progressive model around these vertical concepts which provide a concrete lens through which to study and contextualise history, as well as small steps to help pupils to gain a deep understanding of complex, abstract ideas:

Quest for Knowledge

How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time? Why do people seek to rationalise?

Power, Empire and Democracy

Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people's rights different in different political contexts?

Community and Family

What is life like for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places?

Our curriculum is designed in a way that embeds core disciplinary knowledge and the ability to approach challenging, historically-valid enquiry questions. It equips children with sufficient knowledge to be procedurally fluent historians and for them to think, act and work like professional historians.

Our curriculum is designed in way which creates excitement for history, that inspires a curiosity to learn more about the past and provides opportunities for children to see themselves reflected in the curriculum and others who they may not ordinarily encounter through our review of content and historical figures to ensure it is truly inclusive and diverse.

Implementation:

Early Years is the first opportunity to develop our children's curiosity for History. We implement our history curriculum by following the interests of the children through the Early Years Foundation Stage Statutory Framework which aims to guide children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems fosters children's understanding of our culturally, socially, technologically and ecologically diverse world which has changed over time. Pupils are introduced to historical language as they explore the passing of time in their own lives as they learn about people who are important them.

In Key Stage 1, historical skills are taught through children learning about the world around them, initially in their living memory, then moving to events that go beyond. This ensures a firm foundation and understanding of history, ready for Key Stage 2.

In Key Stage 2, the history curriculum is delivered in chronological order which allows our children to develop a sense of chronology and to make meaningful connections and historical links with prior learning. This is supported by our school timeline which enables children to situate the period of history they are studying alongside other world events occurring at that time, in a visual way.

When teachers plan a unit, they begin with the end in mind, having clarity about exactly what they want the children to learn. Outcomes are clear and detailed, and each lesson has a concise learning intention. We are determined that children develop the progressive skills of an historian throughout their time at Hunningley and not just learn a series of facts about the past. Substantive knowledge rich lessons where children build on prior learning and situate knowledge within carefully constructed concepts are delivered following Rosenshine's Principles of Instruction. Teachers create knowledge organiser which outline the key substantive knowledge and vocabulary which all children must master with each unit being carefully planned for progression and depth.

The curriculum is well designed and developed to be ambitious for all learners and to ensure children know more and can remember more. Based upon up-to-date research on cognitive load and on how children learn most effectively, determined our approach to implementing our history curriculum. We take an approach of spacing out new knowledge combined with interleaving and retrieval practice to ensure learning sticks. Each unit has built in practice, retrieval and reinforcement of the key vertical concepts to ensure knowledge sticks in the long-term memory. For learning to stick in the long-term memory we teach historical knowledge in meaningful contexts and in a connected way.

For each unit of learning, teachers plan for and children experience:

- The disciplinary knowledge needed to be successful historians including the use of primary and secondary sources.
- Co-operative learning using Kagan strategies to ensure high levels of accountability and engagement for all children.
- A careers pathway that highlights the range of jobs and careers that learning in history can lead to.
- Educational visits, visiting experts and artifacts to enhance the learning experience.
- Classroom working walls which detail; current, prior and future learning, the substantive and disciplinary knowledge children will learn, dual coded key vocabulary, the vertical concept the area of learning falls within and links where applicable, to our sustainability curriculum.
- To bring learning to life, lessons or parts of lessons take place in our immersive classroom to enable children to see first-hand the curriculum they are learning at that time in their own school environment.
- Questioning is used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in an open manner.

- Opportunities for all pupils to see themselves reflected in the curriculum by exploring significant figures and locations in their local area, allowing them to achieve a sense of relevance and belonging through local history.
- A curriculum that teaches pupils about civilisations from across the world and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers reference the 'History Four Broad Areas of Need document' to ensure their planning meets the needs of all children; changes to pedagogy are also considered and changes to content are made in consultation with the History Lead and the SENCO.
- Teachers receive termly professional development to enable them deliver the curriculum effectively.

Impact

Our History Curriculum is high quality, well sequenced and planned to demonstrate progression. Children will become increasingly critical and analytical within their own thinking and make informed and balanced judgements based on their knowledge of the past. Children will become increasingly aware of how historical events have shaped the world that they currently live in and have a strong sense of chronology. The impact of our curriculum will provide children with a secure knowledge and understanding of people, events and contexts from the historical periods covered; they will also know how their local community has developed over time. Our children will develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

Our curriculum is designed in a way to be suitably challenging, we believe that if children are keeping up with the demands of each lesson, that they are making good or better progress.

In addition to this, we measure the impact of our curriculum through the following methods:

- A pre learning quiz to ascertain whether children have mastered the prior learning needed to enable them to access the planned unit. This takes place two weeks prior to the start of new learning to provide time for any prior learning gaps to be addressed. This seen in pupil books within a yellow border.
- A reflection on standards achieved against the planned outcomes.
- Low stakes quizzes.
- Pupil's books and pupil discussions about their learning.

- Scholarly writing opportunities are planned to provide children with the opportunity to write at length to demonstrate their knowledge gained at the end of the learning sequence.
- Teachers constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.
- Teachers review learning during learning, spaced after the unit has been taught, and after protracted periods of time. Recall and retrieval practice demonstrates whether learning has been remembered.

Our history curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors, organising History days which focus on key historical events and promote careers in history. We also provide additional opportunities such as school trips to enrich pupil's understanding and provide context through first-hand experiences. We contribute towards the cultural capital for the children in terms of the knowledge and skills they need to be successful learners and in wider life. Cultural capital in history has been identified in terms of the knowledge useful to our lives and we are aware that powerful knowledge will put children at an advantage.