













History Curriculum Rationale

INTENT	
<p>How is history aligned to the national curriculum?</p> 	<p>The history curriculum at Meadow Vale begins in EYFS with the ‘Understanding the World’ strand and then follows the National Curriculum as a basis for its content and framework. Our history progression overview outlines which objectives from the Key Stage 1 and 2 National Curriculum’s Programme of Study are covered in each year group, and how the subject is sequenced. Knowledge and skills are built upon across the year groups to ensure there is progression through the history curriculum.</p> <p>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.</p>
<p>What are the end points for the curriculum and what knowledge and skills will children have when they leave us?</p> 	<p>Through our history curriculum, children will develop coherent knowledge and understanding of key aspects of Britain’s past, and that of the wider world. This will provide a foundation of knowledge that will help them understand how the world came to be as it is today. Children moving on to secondary school will have learnt to think critically, evaluate evidence using a wide range of primary and secondary sources, and develop perspective and judgement; all key skills needed to become a historian as well as a good citizen of the world.</p> <p>By the time pupils leave Meadow Vale they will have a broad and deep understanding of history across the following areas:</p> <ul style="list-style-type: none"> - <i>Chronology, knowledge and understanding of history.</i> - <i>Continuity and change (during and between periods)</i> - <i>Diversity (within a period)</i> - <i>Cause and consequence</i> - <i>Significance</i> - <i>Historical evidence</i> - <i>Understanding historical and interpretation</i>
<p>How is the curriculum sequenced from EYFS to year 6?</p> 	<p>In the EYFS children are introduced to some of the historical vocabulary through stories and discussion. Key Stage 1 provides a foundation for concepts taught in Key Stage 2. Year 1 history centres around royal and recent history, closer in time to children’s own experiences. Year 2 history begins to look at more abstract ideas and significant individuals which are further away from a child’s own experiences, for example the Great Fire of London. Key Stage 2 British history units are sequenced chronologically to help children develop their chronological understanding. During each unit, learning will be revisited, drawing upon knowledge gained in previous years as well as building on knowledge covered previously.</p>
<p>Local Context – is there any local context that plays a role in our curriculum design?</p> 	<p>For a proportion of our lower attaining pupils and pupils with SEND, carefully structured support and purposeful guidance is provided, where necessary, to increase their confidence and independence. Language development is a key focus. Through highlighting key historical vocabulary, as well as a large emphasis on teacher modelling and appropriate scaffolding, pupils develop and broaden their vocabulary. Visits to museums and historical sites are used to support the teaching of history and to enable children to see first-hand evidence of the past. Where relevant, local experts will be invited into school to enhance the children’s historical knowledge through memorable learning experiences.</p>

IMPLEMENTATION

<p>Pedagogical Approaches – what teaching approaches are taken to secure knowledge and skills?</p> 	<p>In Meadow Vale's history curriculum, each topic area has an overarching question and each individual lesson has a question as a learning objective. teachers will develop children's knowledge and develop their skills through questioning children and enabling them to think deeply in their topic area. Through a cross-curricular approach, all children will be exposed to quality texts and stories which will help to provide pupils with strong foundational knowledge that can empower and equip them with the skills to question and challenge the world around them. Guided, independent and retrieval practice are used, where appropriate, to ensure children remember the key substantive knowledge and are able to use this in activities that require deeper thinking.</p>
<p>Teachers' expert knowledge – how do we ensure quality first teaching? What training, CPD, resources are available to support?</p> 	<p>The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. To this end, it is expected that teachers whose curriculum knowledge is not sufficiently developed will take steps to address this gap (e.g. through reading, staff training or using support materials). It is essential that teachers have the required level of expert knowledge so that explanations are clear and accurate and responsive, and children's misconceptions are anticipated and addressed as they arise. We seek to ensure that teachers have the required level of knowledge so that explanations are clear, accurate and responsive to the needs of pupils. Subject specific professional development is in place to ensure all teachers are secure in the skills and knowledge needed to deliver an effective curriculum.</p>
<p>Knowing and remembering more – what approaches do we use to ensure knowledge is retained? E.g. knowledge organisers, retrieval practice</p> 	<p>Knowledge organisers set out the core knowledge, vocabulary and big ideas that all children are expected to recall. Each knowledge organiser has a section that recaps what they should already know in the history curriculum. Opportunities for retrieval practice are included in history lessons to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year to ensure the retrieval strength of knowledge is broadened and deepened.</p>
<p>Teacher assessment – what does assessment look like?</p> 	<p>Formative assessment is essential in the implementation of the history curriculum to ensure that all children are developing the substantive and disciplinary knowledge needed. Effective questioning, plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed. At the end of each lesson, children are required to share two key things they have learned and one connection that they can make. This allows teachers to understand what the children have taken away from their learning in a particular lesson.</p>
<p>How do we know that the end points have been achieved? What does success look like?</p> 	<p>To ensure that all endpoints are achieved, the children will be able to articulate their learning from each lesson. Children will also be able to link their learning to the over arching question for the history topic taught.</p>

IMPACT	
<p>How does our assessment approach inform us of how well children are doing?</p> 	<p>A range of evidence based formative assessment strategies including questioning, quizzes and partner talk are used to check for understanding and establish how well students are doing in making sense of the material. Live feedback techniques help all children to move forward, and deepen their knowledge and understanding of a subject area.</p>
<p>Pupils work – what evidence is used to demonstrate children’s learning?</p> 	<p>Pupils’ work, in written and photographic forms, is used to demonstrate children’s learning. It informs teacher assessment, both formative and summative, and is used by the subject leader 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.</p>
<p>What feedback do pupils give and how can this be used to make changes to the curriculum?</p> 	<p>The class teacher and, where practicable, subject leader talks to pupils about their learning and shares this feedback with the Leadership Team as part of the monitoring process. Examples of children’s work and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the core knowledge and vocabulary has been understood.</p>