

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to History 2024

This guidance outlines the teaching, organisation and management of the History curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.

Date: September 2024

Review Date: September 2025

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

INTENT

Subject Intent Statement

The intention of the History curriculum at SMFR is to inspire pupil's curiosity about the past in Britain and the wider world. It creates a climate where every child is actively encouraged to question the what, the who, the why and the how of the world around them. Children are taken on a historical journey that allows them to delve deep into historical periods, examine changes that have occurred, weigh evidence, sift arguments and understand the changes between different groups, whilst recognising their own identity.

Through finding out about how and why the world, our country, culture, faith and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. To flourish successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their future. In essence, the History curriculum actively promotes the love and passion towards history for life.

Subject Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

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IMPLEMENTATION

Also see: Appendix 1 History Non Negotiables

Subject Planning & Teaching

Through careful stages of planning and 'Quality First Teaching' each teacher differentiates their class' curriculum to meet the needs of the children they teach. This is with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We acknowledge that children learn in many different ways and recognise the need to use a range of different teaching and learning strategies, that will allow all children to learn in ways that best suit them. We use Cornerstones Curriculum; a high-quality primary curriculum to deliver engaging and interesting learning opportunities reflecting the Early Years Foundation Stage and National Curriculum objectives.

In each lesson, children are guided towards the learning intentions through the use of success criteria. The learning intentions and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

The History curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; changes and events within and beyond living memory, the lives of significant individuals who have contributed to national and international achievements and significant historical events, people and places in their own locality

SMFR History Resources/Schemes

- Cornerstones Curriculum

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

History Curriculum Link to EYFS Framework:

***Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment*

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the History curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject.

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Assessment:

At SMFR we use Cornerstones Curriculum to support our delivery and assessment of History.

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in History is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the History the Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the History Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for History within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of History.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Appendix 1 History Non Negotiables

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed SMFR subject Progression Map & Goals • Learning Intentions and Success Criteria linked to National Curriculum key skills and knowledge. • Use of a range of well thought out resources including IT 	
IMPLEMENTATION		
Challenge	<ul style="list-style-type: none"> • Differentiation (including scaffolding) • Opportunities for challenge • Hooks • Three before me 	<ul style="list-style-type: none"> • Use of KWL grids • Use of targets • Focus on Gem Powers
Speech & Language	<ul style="list-style-type: none"> • Focus on vocabulary • Talk Partners • No hands up • Focus on speech & language • Pupil talk > Teacher talk 	
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • In the moment marking & feedback, where appropriate, in accordance with SMFR Policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson 	<ul style="list-style-type: none"> • Peer evaluation • Self assessment • .Flexible groupings. • Interventions to support children who have gaps in their learning. • All pupils are introduced to a topic through using KWL grids in order to assess and monitor success criteria • Flashback to recall previous learning