

History Curriculum Rationale



At Bradway, our approach to a high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It helps pupils to develop their curiosity about the past and pupils think critically, ask questions, evaluate evidence and arguments and develop perspective and judgement. Our history teaching 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 reflecting their own identity and beliefs.

INTENT	IMPLEMENTATION	IMPACT
<p>Alignment to National Curriculum</p> <p>The history curriculum at Bradway begins in EYFS with the 'Understanding the World' strand and then follows the National Curriculum as a basis for its content and framework. The generic key historical concepts of continuity and change, cause and impact, similarity, difference and significance run through our curriculum. Children develop their chronological knowledge and progressive historical vocabulary that enables them to confidently express their understanding of Sheffield, our country and the wider world. ARK materials will form the basis of our History Curriculum, with enrichment opportunities added by teachers to supplement the needs of their cohort.</p> <p>End Points</p> <p>Through their mastery of 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>Sequencing</p> <p>In EYFS, children are introduced to some of the vocabulary e.g. monarchy, through stories and discussion. Generative knowledge in KS1 provides a foundation for concepts taught in KS2. Y1 history centres around recent and local history, closer in time to children's own experiences. Y2 history begins to look at more abstract ideas and significant individuals which are further away from a child's own experiences. KS2 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 knowledge covered earlier in the current unit.</p> <p>Addressing Social Disadvantage</p> <p>All children are entitled to know and remember the core knowledge and vocabulary identified in our curriculum. We use knowledge organisers to identify this and are committed to ensuring all children master this substantive knowledge. Support is in place for disadvantaged families to ensure equity when accessing experiences in and out of school so that all children have the opportunity to engage in these.</p> <p>Local Context</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. Sheffield and the surrounding area are home to local museums and historical sites which 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>	<p>Pedagogical Approaches</p> <p>In history, teachers will develop children's substantive and disciplinary knowledge. All children will be exposed to high 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, rooted in cognitive science, 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</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 or using the support materials supplied by Ark). 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.</p> <p>Promoting Discussion and Understanding</p> <p>Discussion (both pupil to pupil and pupil to teacher) has an important role in the development of historical ideas. Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new material and prior learning. P4C is also used to develop the children's understanding of substantive concepts. Through these opportunities for talk and feedback, key vocabulary and core knowledge is mastered.</p> <p>Knowing More and Remembering More</p> <p>Knowledge organisers set out the core knowledge, vocabulary and big ideas that all children are expected to recall. 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 powerful knowledge is high.</p> <p>Teacher Assessment</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.</p>	<p>Approach to Assessment</p> <p>A range of evidence based formative assessment strategies including cold calling and partner talk (Rosenshine) are used to systematically 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, deepening their understanding or gaining fluency.</p> <p>Performance Data</p> <p>Specific recall activities like quizzes, are used to enable teachers and children to monitor the depth of understanding of core substantive knowledge and vocabulary and the strength of its retrieval. The sequence of lessons leads to a final, high quality piece of work, which demonstrates the children's knowledge and their ability to apply what they have learned. This, in conjunction with formative strategies enable teachers to make judgements against National Curriculum standards.</p> <p>Pupils' Work</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>Talking to Pupils</p> <p>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 core knowledge and vocabulary has been remembered and understood across the school.</p> <p>Links / References</p> <p><u>Links/references</u> The National Curriculum for History British History Museum Ark Plus Curriculum Rosenshine's Principles of Instruction Teaching Walkthrus Tom Sherrington & Oliver Caviglioli</p>