

# History Curriculum Rationale



At Abbey Lane Primary School, our vision is to foster a love of historical learning in our pupils through our History lessons. We will learn how the past has shaped and defined our present, with the hope that the children will gain a greater sense of self and recognise that they have the power to impact the future. Through fun, interactive and immersive lessons, the pupils at Abbey Lane receive high quality teaching that not only encourages their curiosity, but also encourages them to analyse and critique information they receive in everyday life.

INTENT	IMPLEMENTATION	IMPACT
<p><b>Alignment to the National Curriculum</b></p> <p>Our History learning journey starts in EYFS with the 'Understanding the World' strand. It continues throughout school, following the National Curriculum as a basis for content and framework. Historical concepts such as continuity and change, cause and consequence, similarity, difference and significance are taught throughout school through a variety of stimulating topics. Children are able to develop their understanding of chronology and use progressive historical vocabulary to discuss significant events, people and places within our locality and the wider world. We encourage children at Abbey Lane to think critically and use their growing knowledge to link local, national and international History. Enrichment activities and school trips support the children's learning and encourage a passion for the subject.</p>	<p><b>Pedagogical Approaches</b></p> <p>Lessons are sequenced to ensure the History curriculum content is covered whilst also ensuring an opportunity to recap learning to embed the critical knowledge. A range of primary and secondary resources are used to support children in questioning and challenging the world around them. Historical fiction books as class stories are also used to encourage stimulating discussion of historical learning and as a way to develop a natural use of historical vocabulary outside of History lessons. We take an adaptive teaching approach to all our lessons which enables all children to fully submerge themselves into the lessons and be a successful Historian.</p>	<p><b>Approach to assessment</b></p> <p>Continuous assessment conducted by teachers ensures that pupils are meeting age-related expectations, progressing and that gaps in learning can be addressed. Feedback is given to the children as soon as possible. Work may be marked, if appropriate. Assessment is carried out using a range of strategies, such as, retrieval and recap questions, focused assessment tasks and revisiting learning not only through the sequences of lessons taught but throughout the whole year. Enhancement days are also a great way of informing our assessments.</p>
<p><b>End points</b></p> <p>Our History curriculum at Abbey Lane enables children to develop a comprehensive understanding of British History, and that of the wider world. We encourage children to explore their own self-identity and gain awareness of how their choices may impact the future by recognising the impact the past has on the present. Children moving on to secondary school will have learned to critically evaluate evidence using a wide range of primary and secondary sources, develop perspective and judgement and make links across areas of study.</p>	<p><b>Teachers' Expert Knowledge</b></p> <p>Teacher expertise in the subject and topic area are vital to the development and support of pupil learning. Whole school CPD is provided to staff in the form of PDMs and through discussion with the History subject leader. We use our links with other schools in our academy to develop our own teaching expertise and deliver this back to the whole school. Staff are fully supported to seek out opportunities for further professional development.</p>	<p><b>Performance Data</b></p> <p>Teachers assess based on the skills and knowledge outlined in our History curriculum to judge where students are working within and exceeding age related expectations and to identify gaps in students' learning. The school tracks foundation subjects to ensure that pupils are working within curriculum expectations for their year group.</p>
<p><b>Sequencing</b></p> <p>Children in EYFS are encouraged to use their own lives and experiences to develop an understanding of chronology. The children are introduced to some everyday historical vocabulary through events that are remembered or celebrated in the present day. Our Key Stage One topics were selected to expand our pupils' timeline and develop an early passion for</p>	<p><b>Promoting Discussion and Understanding</b></p> <p>Children's understanding is assessed by the teacher through effective questioning and use of pupil self-assessment. Children are encouraged to ask questions about the topic they are learning about and to find the answer from their teacher, peer or source work. Discussion plays a vital role in historical</p>	<p><b>Pupils' Work</b></p> <p>History exercise books allow staff and students to look back at their learning to recognise and celebrate progress. Pupil work is celebrated in class, amongst peers and displayed in shared areas of the school through display boards which reflect the children's sense of pride in their learning.</p>

### Addressing Social Disadvantage

History. We focus on how people's lives have changed since their grandparents' generation as well as some engaging, significant national events from the past. Our Key Stage Two topics are taught chronologically across the year groups as we believe this gives children a more tangible understanding of chronology.

At Abbey Lane Primary School we recognise that pupils come to us with different experiences, but all children should be guaranteed equal access. Additional History capital is gained through activities such as trips, visitors and support is in place for disadvantaged families when accessing experiences to enhance their learning. The resources in school are suitable for pupils of all abilities and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. Carefully structured support and purposeful guidance is provided to increase pupil ability, independence and confidence.

### Local Context

In order to help make the past increasingly relevant to pupils at Abbey Lane, links are made, where possible, to the local area of Sheffield. We have a dedicated Year 4 topic that explores the history of our city but we make links to Sheffield in every single year group, for example, In Year 2 we learn all about "Women of Steel". We encourage pupils to use their growing knowledge of local history to develop a deeper understanding of national and international History. We aim to use the local area and community to our full advantage, planning local school trips or inviting people from our surrounding area into school.

### Knowing More and Remembering More

learning and there are many opportunities for natural, child-led learning in our History sessions, e.g. through role play, hot seating, source work, critical thinking activities and paired/grouped tasks.

Knowledge Organisers containing key knowledge and information have been specially created for each topic. Children are also provided with increasingly challenging historical vocabulary they are expected to use when discussing the topic with members of staff and their peers. Knowledge Organisers are displayed on History boards around the classroom and corridors and are pictured on the whiteboard at the beginning of each History lesson. Children are given the opportunity to develop their own learning higher up the school and are encouraged to follow specific lines of enquiry that deepens their existing knowledge.

### Teacher Assessment

Formative assessment is used to support students with the consolidation of key knowledge, vocabulary and concepts. History exercise books demonstrate progression and enable teachers to identify gaps in learning. Meaningful feedback is given, and misconceptions are swiftly addressed, to best help children on their learning journey.

### Talking to Pupils

Whole-school displays are also created and displayed within the local community.

'Pupil Voice' discussions with the subject leader and children throughout school provide an opportunity for pupils to discuss their past and current learning and allow the subject leader to ensure children are able to 'know more and remember more.' It is a two-way discussion; children are encouraged to share their own thoughts, ideas and experiences of History learning and helps shape the way it is taught across school.