

A Curriculum with HEART....

Our forest/rural surroundings encourage curiosity and wonder and therefore our curriculum is an adventure that allows our children to explore new things, discover more about themselves and the world around them and create a toolkit of knowledge and skills that mean they are well equipped to face the next stage of their adventure. Our values run through everything we do and mean we face adventures with HEART.

History Subject Statement 2023-2024

Through history, we aim to foster the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop an understanding of the importance of historical facts and how they are still relevant and important to our way of life today. In line with the National Curriculum, we teach and empower our children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our children will understand the significance of people's lives, the process of change, the diversity of societies and relationships between different groups.

Curriculum Design:

Our concept curriculum is designed to empower our children through deep historical understanding and a deep skill set. Our History curriculum allows our children to understand the importance of historical change and the significance of key people. Each project has a rich and precise area of study which allows our children to gain secure knowledge of an area which is in line with the national curriculum. Within each project, the children will have an overarching question presented by the teacher, if appropriate the teacher will allow the children to discuss and create their own overarching question. This question will be the main focus of the project and everything will be questioned against it. Each outcome is designed with the cohort at the core and allows our children to demonstrate all their knowledge and skills they have gained. The history curriculum has 3 main strands which provide our children with the skills through disciplinary knowledge, knowledge through substantive knowledge and the rich vocabulary through our extensive vocabulary lists.

Disciplinary Knowledge:

Disciplinary knowledge represents the skills of a historian. This knowledge is drawn from the National Curriculum Programmes of Study and is mapped into a vertically integrated progression so that the children revisit and deepen their knowledge and understanding in each year group as they move through school. In planning, this knowledge is presented as our broad 'learning aims'. For example, the children are taught how to analyse historical sources. This is taught in every year group from year one to year six. As the children move through school, they are presented with increasingly complex sources and are taught how to analyse them in increasingly complex ways. Our disciplinary knowledge is broken down into 7 areas at KS1 and 8 at KS2 -

- Chronology including duration/ interval/ overlap
- Characteristic features of the period/ society studied
- Change & continuity

- Cause & Consequence inc short term/ long term
- Significance inc short term/ long term
- Interpretation of the past inc how and why contrasting views arise
- Historical Enquiry Inc source comparison and analysis
- Local and national connections (KS2)

There is a key progression of disciplinary knowledge and teachers will use the progression document to understand the knowledge the children already have and where they will be at the end of each project.

Substantive Knowledge:

Substantive knowledge represents the historical content that is taught in each year group – in planning, this knowledge is presented as specific ‘learning outcomes’ – the content we want the children to know and remember. In selecting the specific content, we ensure that our children are exposed to wider concepts that are much bigger than their world. As we are aware our children's world can be narrow but with wide and varied learning outcomes the children gain an understanding of the wider world and a range of civilisations. The substantive knowledge which the children will gain will allow them to be competent historians and give them the knowledge and confidence to challenge and question throughout our curriculum.

Vocabulary:

Each project has a set list of vocabulary. There is a disciplinary vocabulary list which highlights the key words surrounding the project, along with a substantive vocabulary list. The substantive list will link to the key skills that will be taught and exercised. The vocabulary list is designed with each project at the focus and contains key words for the teachers to use and expose the children to. Along with a knowledge progression document there is also a vocabulary progression document. This document can be used for teachers to assess where their children are and also keywords to apply within their lessons and planning.

Repetition and retrieval:

Our history curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. The two strands of Substantive knowledge and Disciplinary knowledge are revisited and developed in every class from year one to year six. Along with revisiting each historical topic the teachers also have additional retrieval questions to use within terms where history is not the focus. These repetition and retrieval questions ensure that our children reach the end of Key Stage Two with the ability to apply the skills and knowledge of historians with high levels of independence.

Assessment:

We believe that assessment in History is more than just knowing facts and dates. We assess the children's ability to apply their knowledge with a final outcome piece at the end of each project. This provides information on the children's ability to use a combination of substantive, disciplinary and procedural knowledge. Alongside the final outcome teachers will use AFL techniques to ensure children have achieved the required knowledge.

