

History Curriculum Intent, Implementation and Impact 2022-2023



Intent

The intent is to create a curriculum that is based on real life experiences encouraging children to ask big questions about their world. That they learn to grow as artists, historians, musicians, designers, coders, scientists, writers, readers, mathematicians...and flourish as lifelong creative thinkers. The curriculum serves the needs of the children, building courage, compassion and independence to be a champion for what they believe in. They are courageous advocates for themselves and others in the local and global community. At Canon Pyon Primary School we believe that History helps our pupils to build a strong understanding of past events. It should inspire children's curiosity to know more about the past. We develop a reflective knowledge of Britain's past and its relationship with the history of the wider world. Teaching should equip pupils with the skills needed to ask perceptive questions, and to think critically. Pupils will weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives in the past and the process of change. We examine the diversity of different societies and relationships between different groups. Studying History asks children to examine their own identity and the challenges of their time. The abilities that the children are equipped with at Canon Pyon are effective and transferrable life skills.

What History looks like in our School:

- Inspiring and challenging lessons
- Children working independently and in groups
- Opportunities for critical thinking and discussion
- Exciting and creative lessons linked to our Big Question topics
- Cross curricular and discrete lessons
- Creative work, exploring ideas and recording experiences
- Exciting field study
- Using and creating maps
- Children who talk about the environment and how humans impact this
- Children who want to make a difference to their global future

By the end of EYFS pupils will:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters, and events encountered in books read in class and storytelling.

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By the end of Key Stage 1:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time using a wide vocabulary of everyday historical terms.
- Children should ask and answer questions, choosing and using parts of stories and other historical sources to show that they know and understand key features of events.
- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented and by whom.
- Children should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Know about events beyond living memory that are significant nationally or globally, for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Talk about significant historical events, people and places in their own locality.

By the end of Key Stage 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

- Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources, investigating and questioning these sources where appropriate.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Implementation

This is how it works:

- Lessons provided through cross curricular or discrete lessons
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Children will have had the opportunity to use a range of good quality tools and resources and develop competency in using them safely
- Workshops, trips and fieldwork days that bring topics to life

This is what adults do:

- Teachers and phase teams work collaboratively to support each other in the teaching of History, understanding and applying current developments in the subject, and providing direction for the subject in the school.
- Teachers who show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement.
- Create a positive learning environment to encourage discussion and personal opinion
- Ensure a safe working environment
- Look for opportunities to use specialists and outside providers when necessary

This is how we support, challenge and ensure all children can access the curriculum:

Our Christian vision challenges all subject leaders to reflect on ensuring that the English curriculum helps all pupils to belong and access learning, appropriate to their needs and abilities. Inclusion and belonging is a thread that runs through every area of the school enhanced by collaboration between senior leaders, subject leaders, the SENCO, class teachers, support staff, external agencies, parents and most importantly, the child. At Canon Pyon Church of England Academy, every teacher is a teacher of SEND and every leader is a leader of SEND.

Special Educational Needs and Disability (SEND)- Including the Lowest 20% of Learners

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We firmly believe that *Quality First Teaching* is the solid foundation on which effective SEND provision is built. The first step to children having access to a broad and balanced English curriculum is through appropriate differentiation by skilled and nurturing teaching staff, who have ambitious expectations of their own teaching and students' learning. Differentiation is not a simply case of providing different worksheets, for example. Differentiation is adapting the work, success criteria or support given to help children achieve or make progress.

Differentiation- or adaptations- may include:

- Alternative tasks
- Different objectives or goals within a task
- Resources or learning aids
- Amount of adult support within a task
- Frequency of monitoring within a session
- Time given to complete tasks
- Style of language used
- Style of questioning used
- Use of peer support
- Classroom organisation and grouping
- Level or style of feedback given

Differentiation takes many forms to help learners to *belong* within lessons, *believe* in their ability and *behave* in a way that applies their skills. Further support to help inclusion and overall pupil progress in this subject area may include:

- Targeted intervention programmes, which have a proven and measurable impact on progress.
- Have specific 1:1 or small group intervention, including support from Learning Mentor
- Celebration of achievement, as well as attainment
- Time given, as appropriate, to any emotional or behavioural support that may-in turn- be barriers to learning in this subject area
- Monitor pupil attitudes to subject and using pupil voice to ensure that learners have ownership of subject area/tasks
- Specific enrichment activities, visits or events planned/attended in order to suit the needs and interests of specific groups of learners
- Pupil progress meetings, involving the pupil(s) and any relevant adults
- Data analysis, whether this is quantitative performance data from tests, for example, or qualitative data from questionnaires or monitoring observations
- The provision of good quality and relevant training for all staff members.

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Other Pupil Groups- Including More Able and Talented (MAT) and the Highest 20% of Learners



We believe that all children have individual gifts, interests and talents. Some children may exhibit a skill that is advanced in comparison to their peers. As a result, such pupils will require a higher level of challenge in order for them to *belong*, be included within English sessions and have their needs met. More able and talented pupils (MAT) will also receive differentiation and support appropriate to their needs.

Adapting tasks and providing opportunities to help all children to achieve well will also depend on the diversity of the groups of learners that are represented at Canon Pyon Church of England Academy.

Groupings of learners that could identify trends, spikes or dips in overall progress may include:

- Forces children
- Gender
- Behavioral needs
- Children with emotional needs
- EAL children
- Age (i.e summer born)
- Attendance
- Family support
- LAC
- Ethnicity
- Those experiencing tragedy or loss
- Low self-esteem

This list is not exhaustive and neither are the methods mentioned in how learners can be catered for in this subject area. We are a listening school and are constantly reflecting on feedback from adults and children, with the constant goal of helping all learners.

Impact

This is what you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are, creative and fun fostering a love of learning
- Children demonstrating a rich vocabulary
- Curious children who ask questions and take part in discussions
- Children who understand the importance of making mistakes and persevering to work through problems

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• Confident children who are willing to persevere

**CANON PYON
CE ACADEMY**



This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- End of term assessments
- Pupil Voice
- Annual assessments in line with the National Curriculum in England 2014
- Summative assessment discussed during transition meeting with next class teacher

This is how History contributes to the spiritual, moral, social and cultural development of the child:

Within History lessons children are given the opportunity to work collaboratively and communicate effectively with each other. We encourage children to reflect on evaluate their ability to work together and to discuss how their communication had an effect on their learning – we promote team work, sharing skills and listening and respecting views of others. Learning and tasks are planned to support the development of confidence. Outdoor work is planned to promote out of classroom education and experiences.

Cultural Capital:

Through our teaching of History children are able to use their skills to access a wide range of experiences otherwise unavailable to them. At Canon Pyon we have virtual visits with different communities, visit galleries and museums. We encourage experiences such as walking up the Malvern Hills to the iron age settlement and standing on a civil war battlefield where the Battle of Worcester took place. The children enjoy video calls with museums and curators and where possible handle objects and look at evidence face to face. We demonstrate what 'being a historian' when we leave school might look like and how people go on to have careers based in History. We talk about how a knowledge of history can inspire change and progression in their futures.

This is the impact of the teaching:

At Canon Pyon the children will refer to themselves as historians. Pupils can talk confidently about what they have learnt. Children have a developing sense of chronology and do not just see topics as linear, rather that different civilisations had impact on each other. Children understand the skills needed to be an effective historian and can weigh up facts, evidence and perspective. You will see children who are developing their own sense of identity and see the diversity of human experience through studying history. What they learn at Canon Pyon can influence their decisions about personal choices, attitudes and values. Children demonstrate Christian values in their learning when reflecting on History.