



Curriculum Intent – History

Our Vision

Lady Royd Primary School's vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

Our ASPIRE values provide a strong focus on the personal development of every child; encouraging accountability, self-confidence, perseverance, integrity, respect and empathy for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

The aims of the curriculum

- Provide a broad and balanced educational experience that meets the needs of the pupils, introducing them to the best that has been thought and said and preparing them to be well-educated 21st century citizens.
- Take account of the previous learning of pupils and their readiness for new experiences
- Stretch the most able whilst providing enrichment for all pupils.
- Provide personalised support for pupils with additional needs.
- Ensure that the curriculum in place at any given time provides an appropriate and relevant educational experience and that no pupils are disadvantaged by its provisions.

Intent

History is a subject that forms the foundation of our understanding of the culture in which we live as well as the wider world around us. The main aim of History at Lady Royd Primary School is to provide students with understanding of the world and their place in it, with a firm grasp of how events in the past have shaped modern societies. As such, we build the Cultural Capital of our students through everything we teach as history and culture are intrinsically linked. We are constantly improving students' understanding of wider culture through exposure to politics, religion, and society within the history we teach.

The content covered gives students the opportunity to explore issues at a local, national and international level: from the Stone Age through to the twentieth century. This range of history offers the opportunity to explore different peoples' perspectives on issues and events and to think critically about the world in which they live. A Lady Royd historian will show a love of the past and be passionate about exploring historical concepts.

The curriculum is designed to make sure that the content is not taught as facts to be memorised but in a way that helps students to acquire knowledge of different concepts and, therefore, helps pupils develop their understanding of the subject and progress in their learning.



Further rationale behind our curriculum design includes ensuring students see the relevance of history in the modern world. At Lady Royd, History is taught chronologically to enable pupils to make links and connections from era to era while doing so through common themes such as empires, trade and religion. It also provides students with disciplinary knowledge in order to aid their understanding of how we know about the past.

The curriculum is sequenced to ensure:

- students learn within a coherent chronological framework.
- key concepts such as significance, evidence and enquiry, diversity, chronology, cause and consequence, change and continuity and similarity and difference are interwoven into the curriculum.
- we have thought about key threads that run through the units of learning. These include invasion and settlement, legacy, empire, civilisation, monarchy and society.
- there is progression between EYFS and Key Stages 1 and 2 with students being exposed to themes and content that will allow them to access the KS3 content.
- there is an increasing level of challenge and complexity to enquiries.

Implementation

Our History curriculum ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all students. It is important that our students develop the skills of a historian throughout their time at Lady Royd and do not just learn a series of facts about the past. In History, pupils find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue their point of view; a skill that will help them in their adult life.

By the end of EYFS students should have developed:

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

By the end of KS1 students should have developed:

- Secure awareness of the past
- Some understanding of the chronology (where the people and events studied fit within a chronological framework)
- Some understanding of similarities and differences between ways of life in different periods
- Some understanding of key features of events – ability to choose and use parts of stories and other sources to show understanding of key features.
- Understanding of some of the ways in which we find out about the past and identify different ways in which it is presented.

**By the end of KS2 students should have developed:**

- Chronologically secure knowledge and understanding of some aspects of British, local and world history, establishing clear narratives within and across the periods studied.
- Ability to address and devise historically valid questions about change, cause, similarity, difference and significance of events studied.
- Ability to construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- A better understanding of how knowledge of the past is constructed from a range of sources.

Impact

Assessment is made in the form of regular summative quizzes related to the key facts that will have been taught, alongside in-lesson formative assessment opportunities. These test key knowledge for gaps and misconceptions, which is also checked through extended writing answers where students can also demonstrate their understanding of key Historical concepts. Formative assessment is embedded in lesson plans, in form of peer & self-assessment, quizzes, visuals to demonstrate learning (e.g., diagrams, charts), questioning and verbal feedback, to highlight strengths and areas for improvement. Gaps in knowledge are quickly identified and corrections and improvements are promoted (reflection time in lessons). Metacognitive strategies and adaptive teaching are used to help students access each lesson. The importance of low stake testing is valued by the department, as we believe that the students should be given the opportunity to try, make mistakes and to learn from them. Multiple choice quizzes, quick quiz with answers in books, key words tests, labelling a diagram from memory or recalling key facts/dates/people from memory are often used as starters or plenaries in History lessons in addition to other knowledge retention strategies such as using knowledge organisers, to aid their learning and retention.

Reviewed: May 2024**Reviewed by: AAT****Next Review: May 2025**