



Curriculum Statement for History Intent, Implementation and Impact

At Laurel Avenue Community Primary we define learning as a change to long term memory. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge, that will support them in later life.

The teaching of History has much to contribute to the school's curriculum and to the development of every pupil. Pupils should understand that History is our record of what happened and why. Such History can give pupils a sense of value both about people and things. It can enrich their minds and imagination. History can make a valuable contribution to the development of young pupils because human beings and their activities are its central concerns.

Our curriculum includes 'Threshold Concepts' (the ideas that shape pupils' thinking), taken from Chris Quigley's 'Essentials Curriculum' in each subject to track pupils' learning through the Milestones.

Each Threshold Concept is explored within different contexts so that it has tangibility and meaning. Breadth of contexts ensures that children gain relevant knowledge and can transfer this knowledge.

Our Aims – The Essential Characteristics of our History Curriculum

We aim to ensure that all pupils gain:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.*
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.*
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.*
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.*
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.*
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.*
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.*

Curriculum Intent

Our Curriculum is underpinned by our core values and the three drivers. We use both the EYFS framework and the National Curriculum to shape the content and expectations of our curriculum. The Chris Quigley Essentials curriculum is used to help us structure this in each year group and look at progress within each phase. We have structured this so that each year group has:

- a) A clear list of what must be covered.*
- b) The threshold concepts pupils should understand.*
- c) Criteria for progression within the threshold.*
- d) Criteria for the depth of understanding (Basic, Advancing and Deep)*

1. Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.

Our drivers are identified as:

Ambition and Possibilities

To have a life-long love of learning that inspires them to look to the future

To have high expectations of themselves and their future

To recognise opportunities beyond the local community

To increase knowledge of different career choices

To develop self-confidence and a 'have a go' attitude

Process

Planning to ensure opportunities to raise children's self-belief and develop a positive attitude towards risk and challenge

Focus on ambition, identifying different jobs and possibilities through topics, visits and visitors; role models for success

Regular opportunities to work as a team, especially Key Stage 2

Life Skills and Enterprise

To develop questioning and research skills, applying to a range of hands-on learning experiences

To work effectively as a team to organise themselves and create an end product

To work independently and be organised and ready for learning

To listen and communicate with others

To complete set tasks in a given period and not give up

To have excellent attendance

To think 'creatively' to solve problems

To be equipped for life beyond Primary School

Process

Opportunities for learning through each of the 5 learning skills - reflective, relationships, resilient, resourceful and risk taking will be provided

Through each topic, children will have opportunities, through a wider range of skills based lessons, to take ownership of their learning and direct it more

Wider opportunities for learning beyond the curriculum to equip children with relevant life skills; health and economic well-being, cooking, e-safety

Encouraged expectation that children attend school and are ready to learn with appropriate equipment and kit and take responsibility to be ready and prepared

Knowledge and Understanding of the World

To experience opportunities that broaden their horizons

To enhance their insight into the community and world by providing meaningful learning opportunities

To celebrate/appreciate diversity and culture at national and international level

To widen general knowledge

To give opportunities to pursue their own lines of enquiry

Process

Using the 'news flash' feature of Espresso and First News newspapers to keep in touch with current issues

Providing opportunities through visits, local exploration and the use of visitors to ask questions and explore the diversity of people, society, culture

Discussing local and global issues and the impact that they have

Asking questions and research historical events in the local and wider communities

2. Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. For example, local history days, Black History Month, educational visits and visitors, intergenerational links through Age Uk, assemblies, celebration days.

3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.

4. Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

5. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.

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Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

6. For each of the threshold concepts there are three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model.

7. Knowledge categories in each subject give pupils a way of expressing their understanding of the threshold concepts:

Settlements

Beliefs

Culture and pastimes

Location

Main events

Food and farming

Travel and exploration

Conflict

Society

Artefacts

8. Knowledge webs help pupils to relate each topic to previously studied topics and to form strong, meaningful schema.

9. Cognitive science tell us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

10. Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years of study.

The Diagram below shows a model of our curriculum structure:

Curriculum Map for Years 1 and 2			Curriculum Map for Years 3 and 4			Curriculum Map for Years 5 and 6		
Threshold Concepts								
Milestone 1			Milestone 2			Milestone 3		
B Year 1	A Year 1/2	D Year 2	B Year 3	A Year 3/4	D Year 4	B Year 5	A Year 5/6	D Year 6

11. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

12. Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.

Implementation

13. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

14. In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

15. Our content is subject specific. We make intra-curricular links to strengthen schema.

16. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

17. Through the use of 'Know Its' taken from the topic webs, children are given opportunities to periodically revisit knowledge gained within current and previous Milestones and relate it to current learning.

Impact

18. Because learning is a change to long-term memory, it is impossible to see impact in the short term.

19. We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

20. *We use comparative judgement in two ways: in the tasks we set (POP) Proof of Progress) tasks, see point 12) and in comparing a pupil's work over time.*

21. *We use lesson observations to see if the pedagogical style matches our depth expectations (see point 11).*

Monitoring

The History Co-ordinator and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in History. The Co-ordinator is responsible for supporting teaching staff in the teaching of History, and for providing a strategic lead. The Co-ordinator completes an annual report where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the Co-ordinator will undertake the monitoring of History across the school.

Signed:

Chair of Learning, Teaching and Achievement Committee

Date:

Signed:

Co-ordinator

Reviewed: January 2020

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