



The intent, implementation and impact statement for the delivery of the History curriculum
Our Vision for Emmanuel



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

Emmanuel's curriculum intent for History

Our intent aims to ensure that all pupils:

1. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
5. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

This reflects the disciplinary knowledge set out in the national curriculum (2013) for history.

For our intent to be reached all pupils will learn about:

1. changes in Britain from the Stone Age to the Iron Age
2. the Roman Empire and its impact on Britain
3. Britain's settlement by Anglo-Saxons and Scots
4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5. local history
6. an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
7. the achievements of the earliest civilizations

8. Ancient Greece

This reflects the substantive knowledge set out in the national curriculum (2013) for history.

Our intent is to ensure that all pupils gain success against the composites (end points/final outcomes) set out in the national curriculum to enable them to be secondary ready and flourish in their next step of their history education.

The implementation of our History Curriculum

Our Curriculum

Our curriculum has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2. They will do this through acquiring the substantive and disciplinary knowledge which has been broken down into coherently sequenced component parts. When the pupils acquire the knowledge required to be successful against each component, this learning will then be built on sequentially to ensure that each small step leads to all pupils attaining the desired end point (composite). Our history progression documents set out the sequence of learning.

The curriculum has been designed with the concept of memory in mind. Our curriculum is designed to ensure the children know and remember more by incorporating a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently revisited and regularly reviewed with retrieval practice (both daily and spaced) being central to our curriculum. Content and concepts are revisited and built upon throughout academic years and year groups.

Our History curriculum is divided into three areas of study for each year group to study on a termly basis.

| Year Group | Autumn 1 | Spring 1 | Summer 1 |
|------------|---|---------------------------------------|--|
| Y3 | Stone Age to Iron Age | A Significant Individual: Walter Tull | Ancient Egypt |
| Y4 | Romans (including Boudicca) | A Significant Individual: Rosa Parks | Local History: Sheffield |
| Y5 | Vikings and Anglo Saxons | Ancient Greeks | A Significant Individual: Queen Elizabeth 1 |
| Y6 | Significant Events- Remembrance and World War | Ancient Mayans | A Significant Individual: Emmeline Pankhurst |
| | Personal/Local | Significant People | Significant Events |
| | | Ancient Civilisations | British History |

Substantive and disciplinary knowledge and vocabulary are introduced progressively and revisited regularly to help children know and remember more. The progression documents ensure the curriculum is fully covered and that children are appropriately challenged from year group to year group and purposeful links are made between areas of study to allow children to revisit and embed concepts.

Teaching

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

| History Provision | |
|---------------------------|--|
| <u>Individual lessons</u> | Our history lessons follow a structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a different context. |

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| | <ul style="list-style-type: none"> • Each lesson begins with a key question and regular opportunities are planned for investigation, analysis, evaluation, debate, problem-solving and presentation. • History lessons are planned to enhance English skills and opportunities for extended writing pieces are included in the teaching and learning sequence. • Children are provided with knowledge organiser documents with key facts and information. These are shared with parents as well as copies being kept in exercise books. Weekly subject quizzes are planned, based around these documents to support the children knowing and remembering more. • A key component of each part of every lesson is the teaching of accurate historical vocabulary to support the children to reason and explain their interpretations of what they have discovered. |
| <u>Inclusive history provision</u> | We have an ambitious history curriculum which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the substantive and disciplinary knowledge stated in the history progression document and due to the spirals nature of the curriculum where component parts are revisited, all new knowledge builds on prior knowledge in a coherent fashion allowing all children to access the curriculum. |

Assessment

The accurate assessment of children's historical knowledge is critical to ensure all children have the required factual background knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each mathematical concept.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective.

Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: we carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points. Teachers also carry out end of unit assessments to identify any gaps in the children's understanding. Finally, teachers' carry out summative assessments at the end of each term to identify any gaps in the children's long-term memory. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.

Desired Impact of our History curriculum

The desired impact of our History curriculum is that all pupils acquire the substantive and disciplinary knowledge set out in our history progression documents so children's learning is built on sequentially and coherently across the year groups. Through this careful scaffolding of learning, the children's knowledge will be built on to ensure they attain the end of Key Stage 2 composites set out in the national curriculum.