



## Curriculum Offer

### History

#### Statement of Intent

At Exhall Junior School, we want our History curriculum to inspire a future generation of historians who develop a life-long love and appreciation for the subject. Through the teaching of History, our aim is that we stimulate and pique all children's interest and curiosities about those who lived in the past and events that changed history. We aim to teach children a sense of chronology in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern, multicultural Britain.

Our curriculum is carefully designed to teach our pupils how to think critically; ask perceptive questions and consider contrasting ideas and viewpoints. These skills allow our children to develop their own perspective, judgements and opinions on events throughout history. By the time that our children leave Exhall Junior School, to progress onto Key Stage Three, we aim to make them aware of the actions of important people in history and to consider the impact they had on their own lives.

We want our children to develop a chronological understanding of significant events in British History, from events beyond living memory and changes within living memory, to ensure our children understand how Britain, their country of residence, developed as a society. Furthermore, our children will learn about aspects of local, British and Ancient History.

This wider awareness leads into the children developing a curiosity of historical development in the wider world. We strongly believe in giving our children the opportunities to understand the importance and enjoyment of History through different immersive and engaging opportunities with the intent that they will become enthused and passionate learners in the subject. In order to nurture these types of learners, we place emphasis on skills of enquiry, investigation, analysis, critical thinking, evaluation and presentation of their learning. It is important to us that our children are able to identify the essential substantive knowledge required to comprehensively answer the big question.

#### Special Educational Needs (SEND) / Pupil Premium / Higher Prior Achievers

All lessons are adapted to suit the needs of pupils. Lessons will consistently have a vocabulary focus at the beginning and this will be supported with WIDGITs. Lessons often revisit prior learning to support the retention of knowledge. On occasion, elements of the lesson have been visited before the lesson with smaller groups, in order to pre-teach relevant vocabulary, access a good understanding of longer pieces of text to support chronological understanding. All lessons will have a challenge built into them to give all pupils the opportunity to develop a deepened understanding.

#### Implementation

- History is taught in each phase across the school year in termly blocks. The first block that each phase covers is on an Ancient Civilization; the next block will discuss a turning point in British history and the third and final block will allow pupils to research a more recent time in History.
- Topics are blocked to allow the children to engage deeply with a topic as they have the time to develop and focus their historical thinking and enjoyment of the topic. We have also created our curriculum to run chronologically for each pupil during each academic year and all children will encounter the themes listed above in the four years they are with us at Exhall Junior School.
- Children have the opportunity to answer a 'big question' that they work towards throughout their History unit. The sequence of lessons equip the children to answer the question in different formats. Questions can be answered in a way that is appropriate to age of children, the nature of the learners and the subject matter.
- Key concepts are decided in the planning process and they are taught and then revisited regularly through the topic.
- We have developed a progression of skills document to show how the children need to progress through each year group and the key skills they need to do so at each stage.
- History in KS2 is taught chronologically to allow pupils to consistently build on previous knowledge and learning through placing previously taught History topics on a timeline.
- In order to support children in their ability to 'know more and remember more', there are regular opportunities to review the learning taken place in previous topics as well as previous lessons. Children are encouraged to discuss what they already know about a topic at the beginning of the learning sequence which then feeds into planning the lessons that follow.
- Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical interpretation, Historical Enquiry and Organisation and Communication. Teachers can consult the progression document to ensure that the correct skills are being taught alongside the key historical concepts in each year group.
- Children are given the opportunity, where possible, to study artefacts leading to enquiry, investigation, questioning, analysis, interpretation, evaluation and presentation. For example, all pupils participate in an immersive 'Topic Day' where they can see artefacts and replicas associated with the History block they are learning at the time.
- We plan for effective educational visits and visitors to enrich and enhance the pupil's learning experience of the History curriculum.
- Through using a range of assessment tools, differentiation is facilitated by teachers to ensure that every pupil can access the History curriculum and achieve their best potential within the lessons.
- Children are given clear success criteria, whether orally or in a written format, in lessons to support their achievement of the learning objective with differing elements of independence.

- Pupils are regularly given opportunities for peer and self-assessment which is used by teachers to inform planning, preparation and differentiation and to address misconceptions within the lesson and then in the following lessons.
- Cross curricular links are planned for, with other subjects such as Art, English, Guided Reading and ICT.

Long Term Curriculum Plan	Coverage of Skills
<a href="#">History and Geography Long Term Plan</a>	<a href="#">History Progression of Skills</a>

**Impact**

The impact of this curriculum design will lead to a good level of progress made over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to reach age-related expectations for History. Our History curriculum will also guide pupils to be enthusiastic historical learners evidenced in a range of ways, including pupil voice and work produced, throughout their primary school education.