



Subject Key Summary Points Boyton Primary School

Subject	History
Overall curriculum	<p>Boyton Primary has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure to the growth of pupil's ambitious minds who exhibit a sustained curiosity for learning.</p> <p>The 'lived values and experiences' of pupils are determined by the school vision and should run through all operational elements of curriculum provision.</p> <p><u>Our curriculum for history aims to ensure that all pupils:</u></p> <ul style="list-style-type: none">• become enthused and interested about the study of the past.• 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• 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 humankind• gain and deploy a historically grounded understanding of abstract terms such as 'empire,' 'civilisation,' 'parliament' and 'peasantry'• 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• 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• gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales
Pedagogy	<p>Our history curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE, and SKILLS. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14.</p> <p>Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</p> <p>Wisdom</p>

	<p>Children’s wisdom is developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Taking part in topical and relevant debates. ◆ Using class discussions to explore issues and make decisions. ◆ Through learning how to make positive contributions to topics under discussion. ◆ Making real and informed choices about learning -positive attitude to a problem or challenge. <p>Knowledge</p> <p>Children’s knowledge is developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Listening to and discussing accounts of significant historical events. ◆ Meeting with and talking to other individuals to help understand why and how things happened/changed. ◆ Being given the information necessary to understand and discern how and why contrasting arguments and interpretations of the past have been constructed ◆ With a mixture of individual, group, whole class and whole school recording and some practical work. ◆ Using a variety of resources, including fiction and non-fiction books; posters; games; videos; flash cards and ICT. <p>Capabilities</p> <p>Children’s capabilities are developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Being given responsibilities for roles within the school community (e.g. Monitors/Playground Leaders/ Playground Buddies/ members of School Council). ◆ Meeting with and talking to other individuals in the local community. ◆ Developing the skills and confidence to ask for help and advice. ◆ Listening to support and learn new concepts, skills, and knowledge. ◆ Developing the skills to understand and be in control of their emotions and behaviour. ◆ Challenging themselves to advance in their understanding of the subject being taught. ◆ With a mixture of individual, group, whole class and whole school recording and some practical work.
<p>Assessment</p>	<p>Formative</p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning “Flashbacks.” Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils’ progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, TA feedback and pupil self-assessment. <i>Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</i></p>

	<p>Summative</p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria. Pupils produce an outcome to demonstrate their unit learning. At the end of a whole unit of learning, the teacher makes a summary judgement about the learning produced. Teaching staff assess against the skills progression documents to determine who has met, has not met or has exceeded age-related expectations. We pass this information on to the next teacher at the end of the year. Reports to parents are given via parent meetings and pupils' attainment is reported via an annual report. Assessment will take place at three connected levels: short-term, medium-term and long-term.</p>
<p>Culture</p>	<p>History is an important contributor to the school /ambition to develop the whole child through the acquisition of wisdom, knowledge, and skills.</p> <p>History is important because:</p> <ul style="list-style-type: none"> • it provides a foundation for understanding the world and it helps make sense of humankind. • evidence gives opportunities to reason objectively. • it develops an appreciation of different viewpoints. • It enables a sense of enjoyment and curiosity about the past. • it helps people understand the things that happen today and that may happen in the future. • a range of evidence helps to provide the solution to some of our world's most intriguing events. <p>Enrichment is planned for via different areas of the curriculum e.g., through DT/ Art, Outdoor Learning, visits, and visitors sharing their expertise.</p>
<p>Systems</p>	<p>The school follows the National Curriculum (2014)</p> <p>Mapped through:</p> <ul style="list-style-type: none"> • <i>Year group plans</i> • <i>Structured progress with clear progression grids.</i> • <i>EYFS (Early Years Foundation Stage) Long term overview and Understanding the World aims.</i> • <i>History Progression of Key Concepts and NC Topic Coverage.</i> • <i>Vertical Skills Progression Map</i> • <i>History Knowledge and Skills Mapping</i> • <i>Non-negotiables for Foundation subjects. Systems and expectations in a nutshell.</i> • <i>Key knowledge organisers to be placed in children's learning evidence so build up a picture over time.</i> • <i>Successful Historian End Points for end of primary to match National Curriculum expectations</i>
<p>Policies/key documents</p>	<p>See school website for overviews and medium term plans.</p>

Perceptions from viewpoints (e.g. pupils/parents/Governors)	<p>The monitoring of the standards of children’s work and the quality of learning and teaching History is the shared responsibility of the Head of School. The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.</p> <p>The school governing body is briefed to overview the curriculum offer in the school. The school works with external school improvement support.</p> <p>Pupil conferencing has shown that pupils are able to articulate their learning across History and demonstrate a good understanding of the themes covered.</p>
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