



Northowram Primary School

History guidance

2019- 2020

Curriculum Pledge



“Children benefit from an inspiring curriculum. Leaders ensure that children receive excellent opportunities to develop their knowledge of subjects beyond English and Mathematics.” (Ofsted 2016) “The wider curriculum in Years 4, 5 and 6 is taught by subject specialists who dedicate their afternoons to teaching their subject across all six classes. This arrangement is leading to in-depth teaching, often at higher levels than typically seen and much appreciated by pupils and parents. In their own words, pupils feel ‘they have the best teachers for the job’. “ (Ofsted 2016)

Intent

To achieve the aims of our school vision, we are committed to:

- Ensuring all our children receive their full legal entitlement to learning programmes in all curriculum areas in all year groups.
- Providing a full curriculum (enhanced by out of school visits and visitors to school) in all subjects throughout each year including year 6. Our curriculum is not narrowed for exam or test preparation.
- Ensuring that, in addition to the skills and knowledge, which is required learning in each subject as detailed in the National Curriculum, our curriculum is also planned to include explicit teaching and learning related to human values (e.g. respect, diversity, equality, tolerance, kindness) and responsible citizenship.
- Ensuring that high quality teaching in every curriculum area leads to excellence in pupil outcomes, in all curriculum subjects.
- Ensuring that our children extend their learning in a wide range of curriculum areas beyond the hours of the school days through our provision of extra-curricular clubs. Our target is that upwards of 50% of our children will take part in clubs in any given year. We offer a wide range of clubs including those linked to PE (many types of dance, PE and sports clubs), the creative arts and music (e.g. choirs, recorders, samba, drumming, violins). Children are provided with an annual opportunity to showcase their talent and progress in these areas in our annual ‘Soiree’ performances.



Implementation

- At the upper end of school (years 4,5 and 6), our research, monitoring and evaluation have shown that curriculum subjects (Music, French, Geography, Computing, Art, Design and Technology, Science, PE, History, RE) are most effectively taught by subject specialist teachers who have a high level of subject knowledge in their curriculum area. In years 4, 5 and 6, our teachers specialise in one or two curriculum areas and our children receive instruction from different teachers for each subject. Our children have the best teachers for each subject.
- In years 1-6, all curriculum subjects are taught discreetly rather than being taught in a topic-based way. In this way, we ensure that specific skills and knowledge linked to subject are taught, learned and built upon year on year. Children have workbooks for all subjects including practical subjects (e.g Art, Design and Technology, PE) where they record their work, ideas, reflection and progress. Work in all subjects is assessed and marked with regular individual feedback given.
- Our school provides a healthy budget for the provision of high-quality resources for every curriculum area. Lead teachers for each subject place resource orders on an annual basis to replenish resources and source new resources to ensure that high quality resources are available for the children to maximise learning in all curriculum areas.
- Children receive weekly PSHCE lessons. Our PSHCE curriculum is delivered through high quality circle time sessions every Friday afternoon. All our teachers are trained in delivering high quality circle time sessions based on recommendations from national experts in this area.

Impact

- Lead teachers for each curriculum subject undertake regular monitoring of outcomes (through pupil interviews and workbook scrutinies) and the quality of instruction in each curriculum area through lesson observations. Lesson observations linked to English, Maths and all other curriculum subjects take place each year.
- Lead teachers for each subject in year 1,2,3 team and key stage 2 team work together to ensure that progression and coverage in each curriculum subject is robust.
- Each subject has well defined assessment processes which are used to track children's progress in each area, report progress to parents and to provide valuable feedback in each subject to individual children.

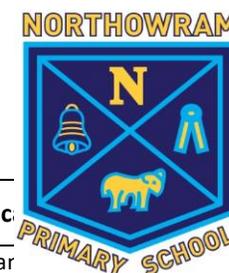
Long term plan



History Long Term Plan 2018 - 2019

Subject/Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Personal chronology Transport through time		Kings & Queens			Explorers
Year 2	Local History		Great Fire of London		Inventions	
Year 3	Stone Age		Romans			
Year 4	Anglo Saxons		Vikings		After Vikings & Medieval Britain	
Year 5	Tudors		Victorians		World Wars	
Year 6	Ancient Egypt		Ancient Greece		Maya	

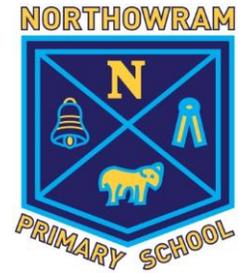
Progression skills document



Year Group	Evidence about the past	Knowledge of world history	Understand chronology	To communicate
1	Pupils begin to look at some sources of evidence about the past	They know and recount episodes from stories about the past	Pupils can understand the concept of age	Children can use language to describe the age of a person or thing
2	They are beginning to identify some of the different ways in which the past is represented	They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied They are beginning to recognise that there are reasons why people in the past acted as they did.	Pupils recognise the distinction between present and past in their own and other people's lives They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time	Children can use language to describe the age of a person or thing and explain why they think that
3	They identify some of the different ways in which the past is represented	They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.	Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order	Children can produce work which is beginning to incorporate age, source, opinion and chronology of the eras they are studying
4	They show some understanding that aspects of the past have been represented and interpreted in different ways.	They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes.	Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past	They are beginning to produce structured work, making appropriate use of dates and terms.
5	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this	Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links	Pupils can identify eras from which photos, people or objects are from based on their existing knowledge and clues from the evidence Pupils can make predictions about the future based on evidence from the past and the order that things have occurred.	They select and organise information to produce structured work, making appropriate use of dates and terms.

		between events and changes and give reasons for, and results of, these events and changes.		
6	Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes.	Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes.	Pupils compare chronology between Britain and the wider world. Pupils to consider how events in the past have impacted the future and our world.	They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.

Teaching History 'The Northowram Way'



- Children will be exposed to a wide range of sources from the past, videos, information and interactive resources to bring History to life and help children understand the era.
- Children go on a range of visits to help develop their historical knowledge in different year groups.
- Historical experts come into school to help share their knowledge with the children in interactive workshops.
- Children use drama to help make their learning interactive.
- Children are given time to research the eras they are studying.
- Children are given opportunities to represent their knowledge in different ways.
- Objects from the past are used to help engagement and understanding of the past.
- Teachers with the greatest subject knowledge of History are teaching History.
- Teachers ensure that there is full coverage and that skills progress year on year.

Assessment in History



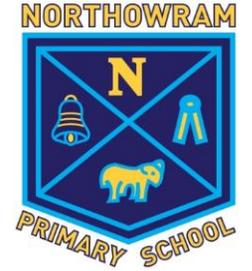
- Children are assessed against lesson objectives at the end of each lessons. These will be highlighted according to the marking policy.
- Assessment mats are stuck onto the cover of children's books. Teachers assess children's understanding of chronology, knowledge of daily and historical skills. These are linked directly to the national curriculum and assessed at year group level.
- Exit and entry quizzes are used to help assess progress at the beginning and end of topics. Entry quizzes will help to show children's prior learning and can inform planning. Quizzes could be multiple choice or pictorial depending on year groups/topics. Where possible, exit quizzes will follow a similar structure to help show progress. Exit quizzes may have an opportunity for children to show their understanding more. Quizzes could include timelines, images, sources, multiple choice questions, labelling or written responses. Quizzes will be appropriate for year groups/children.
- History is monitored through lesson observations and book scrutinies.

SEN and vulnerable groups



- Tasks will be adapted as appropriate to the children.
- Children may be given writing frames, sentence openers, word banks and visual aids as well as some children having additional support to help remove barriers to learning.
- Access to alternative ways to recording including laptops, alphasmart, verbal recording buttons and various computer software.
- Barriers to learning, such as reading and writing, will be removed to ensure historical skills are the focus and are developed. These children will be challenged but at an appropriate level to ensure they continue to be intrinsically motivated.
- Children with vulnerabilities and SEND are monitored through assessment mats. They are monitored in lessons through AFL.

Marking and feedback



- Children's work should be marked before the start of the next lesson.
- Children have time at the beginning of the lesson to look at feedback and make any alterations.
- Positive feedback will be given along with stickers, stamps, merits etc. Occasionally, next steps/extension/developmental points may be given if appropriate.
- Marking will usually be for independent work however group marking may be used for paired and table tasks.
- Children could peer mark their work.
- Marking will follow the school's marking policy.