



Curriculum Implementation: History

At Kingsway Primary, we follow a carefully constructed and ambitious History Curriculum that follows the content of the EYFS statutory framework and the National Curriculum.

This curriculum is sourced through Cornerstones, an external agency which houses a wealth of online resources, lesson sequence and memorable experiences for the children. The curriculum is structured to build upon prior learning as well as provide new learning opportunities. This means that our children learn skills alongside knowledge, ensuring that both are explicitly developed. It builds on children's development and understanding whilst encouraging them to question the world around them as well as the past. The aim of our history curriculum is to enrich every child's experience by creating an environment where they are motivated to achieve endless possibilities. Their learning is carefully planned, ensuring it meets their needs, both now and in the future.

Our history curriculum prepares our learners with the essential knowledge and skills whilst helping nurture resilience, creativity and curiosity of the past and relate this to their current lives. Through our history curriculum we intend to teach key concepts within each subject progressively, building upon previous knowledge within a content based framework, such as projects or a key question. At Kingsway, we promote enjoyment in history throughout Key Stage 1 and Key Stage 2 as teachers use a variety of teaching and learning styles to develop pupils' knowledge, skills and understanding to inspire pupils' curiosity of the past.

At Kingsway Primary School we have a dedicated team of well trained staff that work hard to reach high standards in everything we do. We actively seek opportunities to develop as professionals through carefully selected CPD in

order to acquire the most up subject knowledge. We also celebrate areas of strength in teaching and develop this through means such as coaching.

In History, our planning takes into account pupils' prior knowledge and learning in order to carefully sequence their next steps in learning. Teaching and learning is underpinned by opportunities for consolidation of essential knowledge, skills and understanding. This ensures that children are able to make links between their current and previous learning by making comparisons between historical periods and therefore developing children's chronological knowledge and understanding of the past.

Each history unit aims to build our children's thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge.

We aim to build schemas and want to move our children's thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge. We believe that it is important that children develop a sense of identity through learning about the past and to understand how history has shaped their lives today. We aim for the children to develop historical enquiry to understand this further.

Within the curriculum, we have identified precise and clear end points for each subject for each half term. We are ambitious for all our pupils and expect them to work towards and achieve these end points in all curriculum areas.

EYFS End Point:

By the end of Foundation Stage

KS1 End Point:

By the end of Key Stage 1

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

KS2 End Point:

By the end of Key Stage 2

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

a non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

We implement the Cornerstones curriculum which incorporates well-structured lessons that are progressive in the skills, knowledge and the vocabulary we are hoping our children will acquire. Additionally, Cornerstones provides opportunities to revise and build on prior learning. It acts as a scaffold for our teachers to recap and revisit knowledge and enable teachers to enhance recall of information from prior learning and easily assess children's learning and development.

Our curriculum recognises that pupils need to be taught key concepts in a way that minimises overload and maximises retention. Staff provide pupils with knowledge organisers at the start of each unit to ensure all pupils have access to key language and episodes of learning. Staff are also conscious that time needs to be invested in lessons to revisit information, as to embed it in the long-term memory, it needs to be learned over many different interactions. We believe that the greater the time spent consolidating information, the greater results in developing stronger connections.

Assessment is interwoven throughout the curriculum. Summative and formative assessments are used by staff to check the understanding of key concepts. This then enables teachers to plan next steps in learning, identify gaps and prepare early interventions. At Kingsway primary School, we recognise the value of assessment as a learning tool which provides opportunities for teachers to enhance their offering and for pupils to strengthen their understanding.

Our History Curriculum is designed to be accessed by all pupils. Those with special educational needs and/or disabilities follow the full range of subjects with their peers. The schemes of work are ambitious however they do or will be adapted to meet the individual needs of its learners and we comply with the requirements set out in the new SEND Code of Practice. Staff are skilled at identifying the needs of their learners and in most instances are able to provide the resources or adapt their lessons to meet pupils' needs within the class setting. If a child's need is more severe we may involve the appropriate external agencies to support the children and make recommendations and assessments. At Kingsway Primary School, we help children, many of whom start with prior

skills, development and knowledge that are well below those expected for their age, to quickly gain knowledge and skills across all areas of the curriculum.

We believe that History is an essential part of life and that it is important that children develop a sense of identity through learning about the past and to understand how history has shaped their lives today. We therefore ensure that all pupils engage in history, including those who have SEN and/or disabilities, and those who are disadvantaged.

We aim to plan a range of experiences for pupils, to enhance the curriculum. These provide many opportunities that our children would not usually have, or which families would not normally be able to afford. The range of experiences and learning opportunities we offer ensures that our children benefit from a variety of academic, spiritual, moral, social and cultural activities. Our curriculum takes into account the context of the area and therefore looks for ways to enrich learning through school trips and visitors to close potential gaps in our children's experience. We also aim to enrich this understanding further through the use of historical artefacts and supporting materials.

At Kingsway Primary School, we have worked hard to ensure that all our pupils at every stage of their learning journey, have the opportunity to be exposed to reading materials. It is our firm belief that reading is a vital skill, we therefore emphasise it throughout school. We incorporate the use of VIPER's in KS2 so that pupils are able to develop their comprehension skills whilst learning about a range of areas within the curriculum, we aim to relate these topics to their current lessons to further their understanding. Our Cornerstones units also provide a broad range of quality texts, informing pupils about significant periods in history.

At Kingsway, we consider reading to be a vital life skill. We therefore prioritise it and emphasise its importance. We ensure that children read frequently and listen to adults read to them. This develops their confidence, whilst promoting a love of reading for pleasure.