

History Curriculum Design

History is a valued part of the curriculum at Alexandra Park Primary School as it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the world, helping them to put their own lives and current events in context.

| Care | Aspire | Achieve |
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| <p>Pupils are encouraged throughout each period of history they study to empathise with the people alive at the time, to explore different viewpoints and to think about how various social groups were affected by events and circumstances. This can take a variety of forms: class discussions or debates, in which pupils can respectfully challenge and disagree with others' viewpoints; various dramatic conventions including hot-seating, teacher-in-role, pupils-in-role and conscience alleys; and first-person writing, for example by producing a diary entry as a historical figure.</p> | <p>As a subject that lends itself naturally to visits (or the invitation of visitors into school), our pupils experience a rich variety of aspirational opportunities as they progress through school.</p> <p>In addition to these externally provided opportunities, staff across the school plan and deliver a range of positive and immersive experiences for the children such as a back in time afternoon of school in Year 1, a Year 4 celebration of work linked to ancient Greece and a Mayan afternoon of food, music and sport in Year 5.</p> | <p>Pupils achieve a carefully selected balance of knowledge and skills in each unit of study. Knowledge is built upon in each lesson, with regular opportunities given for low-stakes knowledge retrieval in the form of quizzes; children are given every chance of success in order to maximise motivation. Scaffolding of tasks for children that need extra support ensures that all pupils can achieve in every lesson. Challenge for higher-attaining pupils is provided by staff in the form of open-ended tasks, some of which may involve an element of choice to promote ownership and love of learning, and questioning.</p> |

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| Intent | <p>At Alexandra Park Primary School, we believe that history inspires pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p> <p>Children are encouraged to develop their knowledge and understanding of events, cultures and lives in a variety of countries and time periods. The history curriculum at Alexandra Park enables children to develop knowledge and skills that are transferable to other subjects. The curriculum is designed to ensure that as pupils progress through school, their growing knowledge about the past helps to deepen their understanding of how humans have shaped the world throughout history. They are encouraged to make connections and note contrasts between different periods to give them an appreciation of the bigger picture of human history. Knowledge Organisers are carefully designed to ensure that learning is sequential and developed over time and allows children to build on prior knowledge to ensure that they know more and remember more.</p> |
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| Implementation | <p>At Alexandra Park, we implement a history curriculum that is progressive throughout the school covering the key strands of The National Curriculum. History is taught as part of a termly topic, focusing on the knowledge and skills stated in the National Curriculum, ensuring that knowledge builds progressively and that children develop skills systematically. Connections between subjects are made to reinforce learning where appropriate.</p> <p>History teaching focuses on enabling children to think as historians. A variety of teaching approaches are used and lessons are planned to include opportunities for children to work as pairs, in groups and to work independently. Within our history teaching we include 'The Seven Steps' to support children to develop key knowledge and vocabulary. (Movement, Games, Creativity, Ownership, Challenge, Meaning, Celebration). New information and knowledge is introduced in small steps.</p> <p>Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. We also encourage them to build upon their peers' learning.</p> <p>We encourage adults and children to use both rich language and precise vocabulary linked to the subject area that they are studying so that they can understand it and can then use it to reason,</p> |
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| | articulate and make generalisations. To ensure that the children get the best support in lessons, children have access to various resources to help them find out more. |
| Impact | Evidence through pupil voice and outcomes in books will show that children can confidently articulate and demonstrate their historical knowledge and understanding (including key historical concepts) using the correct vocabulary. Children will be able to make connections and draw contrasts between the different periods and civilisations they have studied. Older children will be able to talk about how our understanding of the past is arrived at with the aid of a range of sources. |