

Position Statement July 2019

Co-ordinator	Michael Flanagan	Subject or Aspect	History
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Intent

- To what extent does the school's curriculum set out the knowledge and skills that pupils will gain at each stage?
- How does our curriculum plan set out the sequence and structure?
- How does it cater for disadvantaged and minority groups?

Our history curriculum is designed to enable children to develop their understanding of chronology. Initially, children learn to identify similarities and differences between historical events, people and periods and develop their skills in researching historical information. Children will develop their chronological knowledge of British, local and world history until it is secure. Children will progress from describing similarities and differences, to noting connections, contrasts and trends over time culminating in them being able to explain these using appropriate historical terms. Throughout their learning journey, children will develop their ability to address historical questions about change, cause, similarity and difference and significance. Once this is secure, children will be expected to pose their own questions and construct informed responses. When researching historical information, children will develop their understanding of historical sources, knowing that there are different historical sources and questioning their validity.

In anticipation of mixed year classes, we approach learning as a two-year journey in each Key Stage. This allows children to explore and experience the skills in their first year and advance and master these in the second year. The skills developed at each Key Stage are progressive and we facilitate children in developing a deep understanding through regular revisiting and regular application of skills.

Implementation

- Consider the way that the curriculum is developed and how it is taught and assessed in order to support pupils to build knowledge and to apply that knowledge as skills.
- How does your subject join with cross-curricular planning?
- How are we encouraging progression?
- How do we differentiate for different ability groups?
- How do you know staff have/have not got the correct subject knowledge?

In history, children have the opportunity to explore and experience history skills before progressing to advancing and mastering these skills. Children are given the opportunity to apply their knowledge as skills by researching historical events, people and periods, evaluating the reliability of sources and posing insightful historical questions. The geography curriculum is designed to be progressive throughout school. This approach can be tailored to suit individual children's needs and ensure that children are progressed when appropriate.

The skills gained in history can be applied to a variety of other subjects. As a school, we teach through project based learning which lends itself to making links across subjects. One termly project per year is specifically history based which allows the children to explore and apply their skills in depth. Wherever possible, links are made between subjects in projects with overarching themes to contextualize and motivate learners. The learning objectives of each lesson draw from knowledge and skills included in the National Curriculum. Projects provide highly productive opportunities to use and apply basic skills in literacy and numeracy whilst strengthening pupils' learning in history, or other subjects.

Work is differentiated by the class teacher in ways such as providing word banks, differentiation by outcome and variations in the method of recording learning. It is important for regular learning walks to take place in order to ensure teachers are confident in their ability to teach history. Planning and children's work will be monitored to make certain that teachers are ensuring the progressive structure of the curriculum is being followed.

Impact (Include data)

- Outcomes that pupils achieve
- How do we use evidence of pupils learning to feed into planning?
- How well do we consolidate learning?
- How do we know that knowledge and skills are in children's long term memory?
- How do you know that your subject is having an impact across all pupils, including those disadvantaged?

Teachers plan following a scheme and create an 'S' plan for the theme of learning. If further work on a specific area is required, teachers will ensure this is planned for before moving the children onto the next area. Teachers assess children against the skills and to ensure that all children are achieving. Teachers make good use of history topics to ensure children advance and master their knowledge and skills. Children are given the opportunity to consolidate learning by reviewing what they learnt during the previous session to ensure that skills are embedded in the long term memory.

Below are tables showing the percentage of children who are emerging, expected and exceeding within each year group for academic year 2017/18 and 2018/19.

EMERGING	Year 1 2018	Year 1 2019	Year 2 2018	Year 2 2019	Year 3 2018	Year 3 2019	Year 4 2018	Year 4 2019	Year 5 2018	Year 5 2019	Year 6 2018	Year 6 2019
History		42%	23%	33%	24%	30%	32%	19%	15%	0%	7%	14%

EXPECTED	Year 1 2018	Year 1 2019	Year 2 2018	Year 2 2019	Year 3 2018	Year 3 2019	Year 4 2018	Year 4 2019	Year 5 2018	Year 5 2019	Year 6 2018	Year 6 2019
History		46%	73%	63%	76%	70%	68%	81%	84%	100%	86%	83%

EXCEEDING	Year 1 2018	Year 1 2019	Year 2 2018	Year 2 2019	Year 3 2018	Year 3 2019	Year 4 2018	Year 4 2019	Year 5 2018	Year 5 2019	Year 6 2018	Year 6 2019
History		12%	3%	3%	0%	0%	0%	0%	0%	0%	7%	3%

Strengths for 2018/2019

- Termly history projects have been taught.
- We have followed the first year of a scheme to ensure progression of skills.
- Regular sessions have been taught.

Priorities for 2019/2020

- Increase percentage of children exceeding the expected standard.
- Monitor the teaching of history to ensure teachers are confident.
- Monitor planning and recording of work to ensure progressive curriculum is being followed.