















## History Curriculum Rationale

	Intent		Implementation		Impact
 Curriculum	<p>History lessons involve a lot of abstract thought and pupils consider complex ideas. A lot of reading and writing is often required in history lessons. The history curriculum at Rosehill therefore follows an adapted programme of study as a basis for its content and framework, taught through creative and practical projects and lessons E.g. when teaching history visual, tactile, auditory and kinaesthetic approaches are used. (See attached overview and Long-Term Plans). The generic key historical concepts of continuity and change, cause and consequence, similarity, difference and significance run through the curriculum.</p> <p>We have 6 pathways which have been designed to ensure pupils receive a varied and engaging input over time that is age appropriate, even when they remain in the same cognitive pathway, to ensure that skills and knowledge are consolidated and new learning is acquired.</p> <p>Equals and Curriculum Maestro materials may be used to support the delivery of our History Curriculum.</p>	 Pedagogical Approaches	<p>At Rosehill, history is approached in a practical manner. It is the study of the relevant past, with pupils being actively involved, experiencing, investigating, and using a range of sources of information including primary and secondary sources of historical artefacts and recounts.</p> <p>The pupil is the investigator and their task is to progressively investigate the world beyond themselves.</p> <p>This approach deliberately ensures the child, the school, the family, the local community and the local area to be the focus of study.</p> <p>Teachers link history with other subjects, to provide a range of experiences and achievements, which contribute to the richness of pupils' lives according to individual needs and abilities. Children will then apply their knowledge and skills through a historical enquiry approach to teaching &amp; learning.</p>	 Approach to Assessment	<p>The approach to assessment is less formal than in core subject. In History, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and develop their understanding.</p> <p>Success criteria will be established and measured through pupil engagement, and for pupils across the different pathways, adapted recall activities like sensory stories, are used to enable teachers and children to monitor the depth of understanding.</p> <p>A range of assessment is used including learning walks, observations, work scrutiny, monitoring of the learning environment, questionnaires and feedback, case studies, impact reports and evidence of learning i.e. Black History Month artwork and research.</p>
 End Points	<p>Through our strong focus on exploration and hands-on learning, using relevant stimuli and materials, children will develop knowledge and understanding of key aspects of Britain's past and that of the wider world and will provide a foundation of knowledge that will help them understand how the world came to be how it is today.</p> <p>Building on learning in KS1/2, by the end of KS3, learners will have developed perspective and judgement; key skills needed to become a good citizen of the world.</p> <p>At Key Stage 4/5, through LIVE, Careers, AQA, ASDAN and Princes Trust, pupils will explore and research at varying levels to inform their understanding.</p>	 Teachers' Knowledge	<p>Subject specific professional development takes place as part of staff training and CPD meeting time. To this end, it is expected that teachers whose curriculum knowledge is not sufficiently developed will take steps to address this gap (e.g. through reading or using the support materials supplied by Curriculum Maestro). It is essential that teachers have the required level of expert knowledge so that explanations are clear and accurate, and children's misconceptions are anticipated and addressed as they arise.</p> <p>The subject leader will access specialists' networks i.e. NST subject leaders' network.</p> <p>Our local area is utilised to support the teaching of history. The local history units explore the local context. Nottinghamshire and the surrounding area has a wealth of local museums which are used to support the teaching of history and to enable children to see first-hand evidence of the past.</p>	 Performance Data & Pupil Progress	<p>There is no published data for History at Rosehill. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their Pathway (Impact reports and curriculum examples).</p> <p>The skills and attributes that the pupils develop will benefit them beyond the school and into adulthood; i.e. understanding more about people in different contexts, learning about others achievements and the impact of this on our life. This will ensure they are well-rounded citizens which will make a difference to their quality of life and their contribution to society i.e. listening to others views, sharing ideas and feelings, evaluating plans.</p>

 <p>Sequencing</p>	<p>Our History curriculum is a spiral curriculum (cross-curricula) that brings learning to life through the use of creative topic and activities. Through the teaching of history, we structure and expand our pupils' knowledge and understanding of the past and encourage their investigation of historical innovations in science, art, literature and cultural identities. Knowledge learnt in KS1 follows on from topics in the EYFS (Understanding the World) and provides a foundation for concepts taught in KS2. KS1 history centres around aspects closer in time to children's own experiences. KS2 history begins to look at more abstract ideas which are further away from a child's own experiences.</p> <p>In KS3 pupils start to develop their chronological understanding in more detail.</p> <p>In KS4/5, pupils became more independent, and will be engaged in opportunities to evaluate evidence. Units of work include a geographical activity to orientate children to the place as they learn about its history.</p> <p>Through the use of our MILE (immersive space), the pupils are exposed to virtual scenarios which helps the pupils to build and apply a repertoire of understanding and skills through visual aids, vocabulary and knowledge that are revisited and built upon.</p> <p>Pupils also provide feedback, and share personal experiences and the work of others.</p>	 <p>Enabling Environment &amp; Pupil Voice</p>	<p>History is taught through projects at each Key Stage; using specialist areas such as the art studio, MILE (immersive space) and Dance Studio and multi-sensory approaches, including ICT. E.g. when teaching history visual, tactile, auditory and kinaesthetic approaches are used, i.e. using subtitled or audio described film/ video which help maintain and inclusive learning environment.</p> <p>Essentially, through these opportunities, and through the use of immersive experiences i.e. visuals, artefact, sounds, smells etc, as well as promoting discussion and opportunities for questioning about the focus of History, pupils begin to make the links between new material and prior learning.</p> <p>Teachers promotes pupil voice/ feedback, enabling learners to develop their understanding of historical ideas.</p>	 <p>Pupils' Work</p>	<p>Pupils' work, in written/symbol, pictorial and photographic forms, is used to secure and demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of the monitoring process. Children will have opportunities to 'work like a historian' by: using historical vocabulary; looking at and evaluating sources of evidence. Additionally, pupil work is displayed in communal areas and classrooms.</p>
 <p>The Need of all Pupils</p>	<p>A key principle of our teaching is about belief that pupil can engage with History. The resources used in school are suitable for pupils of all abilities. We have a firm belief that every child/young person can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point.</p> <p>At Rosehill, the study of History provides opportunities for the pupils to experience and to develop their understanding of events and people of different times and places. History enriches the curriculum by offering our pupils to be actively involved in exploring the world around them. This is achieved through exploring and handling artefacts, visiting places (locally and further afield), stories, books, photos and through practical activities linked to topics. Learning about the past, how it has influenced and shaped our lives, beliefs, and customs, helps pupils to make sense of the world in which they live.</p>	 <p>Knowing More and Remembering More</p>	<p>Through the breadth and depth of cross-curricular (thematic) coverage of history, blended with creative and multi-sensory learning experiences, and opportunities to develop functional life skills, pupils can systematically increase their knowledge, understanding and skills in small progressive steps of achievement.</p> <p>The progression built into the History curriculum includes core knowledge and skill development for Key Stage.</p> <p>Key terminology and vocabulary is also taught in context i.e. through immersive experiences. Throughout each unit of work, teachers will revisit, embed and assess learning through questioning and feedback on learning so far both in the unit and in previous years.</p> <p>Displays and celebrations of pupil's work provides a platform for revisiting and embedding learning.</p>	 <p>Talking to Pupils</p>	<p>The subject leader talks to pupils about their learning as part of the monitoring process. Children's work and impact reports, are used to guide discussion and provide the subject leader with the information required to measure how much of the powerful knowledge and core vocabulary has been remembered and understood.</p> <p>Pupils have the opportunity to share feedback about their work and understanding of the lessons. Their responses will be used to inform teaching and cross-curricular plans.</p>



Assessment

Assessment questions throughout lessons are provided by teachers. This is to see if pupils have enjoyment and confidence in History. Humanities projects and impact reports (see Earwig) evidence progression of skills across all Key Stages. Pupils are encouraged to take part in a wide range of creative projects, which enable them to apply their knowledge from across the curriculum areas, more independently.

### References

- NST Subject Leaders Network
- [www.bbc.co.uk/history](http://www.bbc.co.uk/history) – this site provides information on a number of moments in history
- [www.immersiveeducation.com](http://www.immersiveeducation.com) (for Kar2ouche) – a selection of resources to aid teaching
- [www.widgit.com](http://www.widgit.com) – a selection of resources to aid teaching