



## Trevisker Primary School Curriculum Overview for History

Subject Lead: R Burchell

### Rationale

Our whole school ethos is reflected in our motto 'Friendship and Respect, Learn for Life'. At Trevisker, we believe becoming a curious, inquisitive, critical and passionate Historian begins with great enthusiasm as children begin their journeys with us in EYFS. Our ambitious curricular goals enable our children's fascination with the past to flourish via a progressive route up through Key Stage 1 and 2. This enables our learners to build upon their understanding of how people's lives have shaped our nation and how Britain has helped to shape the wider world. Our knowledge rich curriculum aims to develop children's understanding of substantive concepts whilst expanding their historical enquiry skills and making connections between what has happened before and their own identity in the present day.

### Planning

Across the school, we use the National Curriculum to plan and promote our high-quality history teaching and learning using our thematic approach connecting our subject specific learning to many other areas of school life in a variety of engaging, creative and inspiring ways. Subject leaders provide continuous professional development throughout the year, linking class teachers with new materials and approaches based on the most up to date critically reviewed and practised teaching methods. Reflectiveness, resilience and reach drive forward our passionate approach in striving towards facilitating the most enriching learning experiences in history.

### Delivery

Our well-planned stages of learning are sequenced in a logical way that provide our children with enquiry focused lessons that enable our classes to seek answers through the discovery and interpretation of historical information derived from a wide range of sources. Setting appropriately challenging learning choices empowers our children to identify their preferred method of learning, and helps them to set and reach achievable targets during sequenced lessons that are delivered encompassing skills and practices embedded in other subjects, such as computing, design technology, maths, art, English and science. Our reflective approach in all lessons really aids our children to revisit prior learning before building upon their own experiences and demonstrating their secure understanding of what is currently being learned. We aim to resource our delivery with highly recommended, tried and tested materials whilst adapting our learning to be inclusive for all of our different learners and their individual styles whilst attuning to the progress being made, and implementing support strategies as the lessons progress.

## Assessment

In history, assessment is continuous. Highly skilled teaching teams monitor the learning carefully and identify ways to adapt the lessons to best meet the classes and the individual's needs. Formative assessment ensures that teachers swiftly address misconceptions that might be acting as a barrier to future learning, meaning teachers can adapt high-quality teaching to respond to the needs of those in their class. Starting in EYFS and progressing through KS1 and KS2, our children assess their own learning during and towards the end of each learning session, informing the class team of how they envisage the progress of their own learning. This helps to shape how and what is established to additionally support children in reaching the learning objectives and readiness for future learning.

## Monitoring and evaluation

Subject leadership time is provided for co-ordinators to monitor planning, attend training, meet with colleagues and offer support. The school leadership team supports in this and any outcomes inform the action plan and school improvement plan and any future priorities.

## Connectivity – how it links to other subjects

Learning in history is strengthened as a result of how we connect all of our learning within our thematic approach here at Trevisker. We use a wide range of high-quality novels within our writing and reading learning that connect to our topics, providing children with daily opportunities to learn things about the past. Our maths learning is frequently contextualised with stimuli focused around the children's theme and our art curriculum is driven by what the children are learning within history. Many other subjects benefit from this approach which allows history to feature across the whole of our school week, not just in individual lessons.

## Visits, visitors and extra-curricular activities

Experiential learning is at the heart of everything we do at Trevisker. Our curriculum is enhanced greatly by visits to many exciting and meaningful areas of historical importance across the county. Learning outside of the classroom helps our children to make connections, grasp more challenging concepts and allows creativity to

flourish. Our children thrive whilst discovering new information in different environments and providing these valuable experiences is of the utmost importance to us.

## EYFS

Alongside our EYFS curriculum framework, our aim is to help our children to make sense of the world around them and to understand their identity and how this fits within the past and present. During dedicated talking time, children discuss their immediate families and their community, name and describe people who are familiar to them and share images of familiar situations of the past. Using stories to compare and contrast characters (including figures from the past) also helps to provide the fundamental building blocks of historical learning.

## Use of ICT

Our IT systems here at Trevisker really enhance our opportunities for research. Children can use ipads, chromebooks and desk top computers as an additional way to use modern media and technology critically to gather information and then interpret and compare, all whilst evaluating the quality of the source. In addition to this, linking our learning with our ICT curriculum enables children to present their work in a number of creative ways such as podcasts, interviews, powerpoint presentations and much more.

## Staff Professional Development (CPD)

This is a particular focus this academic year and all staff will be involved in curriculum development in order to enhance teaching and learning in this subject area, and also in professional growth plans. Training courses are provided both within the Trust and wider in order to keep up to date with new guidance, resources and ideas.

## Budget

The history budget is managed by the SLT along with the subject lead and the Local Advisory Board. Spending is focused on enabling successful delivery of the subject and fulfilling the subject action plan.

## Governance

At Trevisker, each LAB member is linked to a curricular area and meets with the subject lead to review action plans and agree focus points for discussion and for learning walks. The subject lead will compile a presentation to update the link LAB member/governor on how history is developing across the school.

