

## Curriculum Q & A in History – updated 28.11.21

<i>Subject Curriculum</i>	<p><b>Does the subject curriculum match or exceed the breadth of the National Curriculum?</b></p> <p>It matches the NC (evidence in the curriculum matching document.) However, overarching KS1 and KS2 objectives such as chronological understanding, are revisited in more than one year group, adding extra depth and understanding. Historical learning specifically about famous people through time is reinforced through other work such as Equality studies, where the children learn about historical figures and the contributions they have made throughout history, e.g. Rosa Parks, Martin Luther King etc. These connections with prior learning are made explicit by teachers when putting a time period or person into context.</p> <hr/> <p><b>Is challenge understood in terms of curriculum end points?</b></p> <p>Yes, skills are built on step by step and progress is made across the Key Stage in small steps so the challenging end points can be met.</p> <p>For example, as part of developing chronological understanding, in every year group, the topic will start with a timetable and the children will place the current period of study. All previously studied periods specific to that year group will already be placed on the timeline. This means where historical periods sit chronologically is continually revisited and the children can build up narratives within and across periods they study.</p> <p>The children will the explore a timeline of event specific to within the period studied – these also form part of the knowledge organisers used (and sent home in KS2). This further helps the children to build connections and contrast different periods of history.</p>
<i>Curriculum components</i>	<p><b>Do pupils have the prior knowledge necessary to learn new curriculum content?</b></p> <p>Yes, lessons build on each other and the curriculum is sequential. Teachers will introduce an enquiry question for the topic which the children will write about as a composite task at the end of the topic.</p> <p><u>Within a unit plan:</u></p> <p>For example, in Y4, they start by learning about the time and place of ancient Greece, moving onto Athenian democracy, contributions ancient Greeks made to mats, philosophy and medicine, entertainment in ancient Greece (The Olympics) and architecture. The overarching enquiry question is: How have the ancient Greeks influenced us today?</p> <p><u>Across the Key Stages:</u> (see also timeline example in box above)</p> <p>For example, when developing chronological understanding, EYFS start with looking at their family. This is built on in Y1 with changes within living memory, e.g. transport, food and shopping and local history (homes and schools). Year 2 then look at specific people and events in the history of Britain.</p> <p>Moving into KS2, Year 3 study the Stone Age, Bronze Age and Iron age and Ancient Egypt. The children develop their understanding of local history before learning about British history, and global ancient civilisations.</p>

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	<p><b>Does curriculum planning identify small enough component steps so that all pupils can ultimately achieve ambitious end points?</b> Yes, see the previous example of Y4’s unit plan on Ancient Greece.</p> <p>Within each lesson, teachers use their professional judgement to help those children with SEND access the curriculum and also achieve the end points. This may be greater scaffolding or access to simpler secondary sources of information.</p> <p><b>Are unhelpful substitutes used instead of identifying and teaching component content? No...</b></p>
<p><i>Curriculum sequencing</i></p>	<p><b>Does planning consider the sequencing of content at different scales to create readiness for future learning:</b></p> <p><b>a) Within the lesson sequence</b> Yes, each lesson plan specifically reviews the previous learning at the start of the lesson. Teachers are given questions to ask to refresh memory. Where applicable, this may be retrieving relevant information from a few lessons previously. Small steps of knowledge are built on within the lesson.</p> <p><b>Within the topic</b> Yes, in all year groups, there is an overall enquiry question, for example ‘How has transport changed over time?’ or ‘How did life change from the Old stone Age to the New stone Age?’. In KS2, each topic is based around a period of History, for example The Anglo-Saxons in Britain, which not only teaches children the about the period of history but also the differences between the periods of History and also allows comparisons to take place. A series of component tasks build to a composite task, linked to the overall enquiry question for the topic studied. This is often report-writing at length as the children are expected to share their knowledge and draw on enquiry skills such as evaluating historical sources of information to contribute to this.</p> <p>In addition, weekly quizzes help children retain this knowledge outside of their History lessons.</p> <p>In KS2, Knowledge organisers help children identify and remember the key learning from each topic.</p> <p><b>b) Within the year or phase?</b> Yes, the planning is sequential so objectives are revisited in different year groups with a different focus.</p> <p>See previous detailed examples.</p>
<p><i>Rigour (where relevant)</i></p>	<p><b>Do pupils gain disciplinary knowledge of how the subject ‘works’ and engage in disciplinary practices?</b> Yes, History is taught as a specific subject, rather than as part of a wider topic. Children in Year 2 and KS2 are specifically taught different periods of History so they can develop connections, contrasts and trends. Year 2 learn about famous women throughout history in the spring term. This is reinforced during other work such as Equality studies, where the children learn about historical figures and the contributions they have made throughout history, e.g. Rosa Parks, Martin Luther King etc.</p> <p>Throughout historical topics, they learn how to use correct chronological language, such as years, decades, century etc. They also are exposed to various historical sources such as photographs, letters and reproduction artefacts. Each classroom has a set of these so that the children can touch them and see how they work, e.g. a gas mask and the contents of an evacuee’s suitcase in Year 6 when studying WW2.</p>

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	<p><b>Do teachers ensure pupils are drawing on enough knowledge to answer subject-specific questions or engage meaningfully in subject disciplinary practices?</b>          Yes, teachers start each lesson retrieving the relevant prior knowledge to aid understanding. They then explicitly teach the new vocabulary which children will need in the lesson. Each lesson is ‘knowledge led’, so the key knowledge is taught and modelled explicitly by the teacher. This enables children to have the vocabulary and in-depth knowledge to answer historical questions. Additionally, children re-visit learning through weekly retrieval practise.</p>
	<p><b>Do teachers confuse ‘learning through doing’ (a pedagogy) with the curriculum goal of acquiring disciplinary knowledge?</b>          The knowledge children should know by the end of the unit is explicitly set out in each plan. Children are then quizzed on this weekly. This is supported by a knowledge organiser which has all the key information children should know.</p> <p>For example, when learning about the impact of World War Two in Y6, children are explicitly taught the time and place of WW2, the impact of evacuation, government decisions at the time, e.g. rationing and the Blitz. This then enables them to produce a detailed report on the impact of WW2 in daily life. They are not asked to investigate what the impact on people may have been before the knowledge has been taught.</p> <p>History is a knowledge-led curriculum. Teachers ensure that the key vocabulary and knowledge is taught first, before the skills (for example enquiry) are applied.</p>
<p><i>Memory</i></p>	<p><b>Do teachers identify crucial components, emphasise and repeat these and ensure they are remembered long term?</b>          Yes, each lesson starts with revisiting prior knowledge.          Retrieval practise each week ensures that children know and remember more of the key information for each unit.          In KS2, knowledge organisers are used to help children know and remember more.</p> <p><b>When pupils struggle, do teachers check which prior knowledge components are missing/not automatic?</b>          Yes, this would become apparent both in the weekly retrieval practise and at the start of each lesson. Teachers have key questions to identify the prior learning necessary for that lesson (this may be from the lesson before, a few lessons previously or even the previous year). They can then address this immediately.</p>
<p><i>Pedagogy</i></p>	<p><b>Do teaching decisions achieve curricular intent?</b></p> <p><b>Do teachers apply generic pedagogies, e.g. differentiation, feedback) without considering curricular intent?</b>          Differentiation is carefully planned for SEND children, so that they can access the curriculum. All other children are expected to attain the learning objectives, but scaffolds may be used, for example key word mats. Children are also given information strips from Year 2 up, which prompts them use the historical terminology they’ve learned when writing reports.</p> <p><b>Is ‘challenge’ misunderstood as generic activity types?</b>          The curriculum has a challenging end-points across the key stages. Children are expected to meet these challenging end-points through carefully planned component steps, rather than extra ‘challenges’ at the end of the lesson.</p> <p><b>Do activities require confident knowledge of too many ‘fragile’ components, overloading working memory?</b></p>

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	No, units are planned to have small steps leading to a component task. Learning is revisited at the start of lessons and through the spiral curriculum to aid working memory.
<i>Assessment</i>	<b><i>Timely feedback on component learning?</i></b>
	<b>Is formative assessment fit for purpose, e.g. a timely check that curriculum components have been remembered, rather than, more problematically, a summative test of composites being used to identify components?</b> Yes, at the start of each lesson Weekly in retrieval practice
	<b>Is summative data collection disproportionate, inefficient or unsustainable for staff?</b> No, teachers highlight the objectives children have understood which demonstrate whether they are at Expected Standard or not.
	<b>Are pupils who fall behind identified within the lesson sequence, or less helpfully, are interventions based on data from a summative assessment?</b> There are no specific extra interventions for History but teachers use questioning throughout the lesson to assess who may need extra support. Teachers use their professional judgement to use scaffolds for children with SEND where appropriate.
<i>Culture</i>	<b><i>A climate of high expectations where pupils' love of the subject can flourish</i></b>
	<b>How do teachers get the best from pupils?</b> Lessons are interesting and engaging. Children apply skills in a range of different ways e.g. using different secondary sources of information – replica artefacts, relevant video clips, photographs etc. Children's own life experiences are drawn on, for example when looking at buildings over time, examples are chosen from the local area children are familiar with during a local area walk
	<b>How do teachers enrich the curriculum subject?</b> Where possible, teachers are encouraged to enrich with trips and visitors, for example Y4 visit the Museum of London to enrich their learning about how the Romans in Britain.
	<b>Are there mechanisms for taking action when pupils display low effort, for example in written work and homework?</b> If children showed low effort in classwork, they would repeat it. High expectations are demanded of all.
<i>Systems</i>	<b><i>Subject processes and staff support</i></b>
	<b>What do the strengths or weaknesses already identified indicate about effective functioning to deliver a quality subject curriculum?</b> Teachers are given training in PDMs. Where potential weaknesses are identified (for example through book scrutiny's or extra support for new members of staff), 1-1 coaching meetings are held with the subject leader.
	<b>Probe systems for staff support and subject CPD, curriculum construction and to ensure consistent quality of subject education.</b> Weekly PDM's offer coaching for staff. These can be subject specific for History (usually once a term) to enhance subject knowledge and pedagogy or improve History teaching through other focuses. For example, PDM's on information strips have ensured that children can draw on relevant information when writing reports in History and PDMs on helping SEND children access the curriculum ensure that they can access the high standards of the curriculum.

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Policy	
<i>Policy</i>	<b>Impact of whole school-wide policies on subject delivery?</b> <b>How whole-school timetabling, marking, assessment, CPD policies and priorities etc affect the quality of subject education.</b> <ul style="list-style-type: none"><li>- Timetabling – half term swap with Geography which ensures each subject has more time and can be covered in more depth</li><li>• Marking – This is fit for purpose and not onerous for teachers. Where possible, teachers mark alongside the children so they have immediate feedback.</li><li>• Assessment – formative assessment is used continually throughout the lessons and teachers use their marking to feed into their next lesson.</li><li>• CPD policies – PDM training for ALL staff, including TAs</li><li>• Priorities (link to school improvement plan) – the school improvement plan promotes oracy across all subject areas which is supported by the key vocabulary taught in History and giving children the knowledge to speak clearly and knowledgably about the subject.</li></ul>