



## 1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Learning Challenge' enquiry based approach. As according to cognitive scientists nothing has been learnt until it is in your long term memory we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our teaching sequences. A focus on key knowledge for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

## 2. Rationale

We believe that history should allow children to develop an inquisitive nature through questioning of how the past shapes our present. History is brought to life through the creative curriculum where the children can explore events and people from the past, expressing their understanding through a wide variety of media including: art work, reports, diagrams, drama. This allows pupils to develop an interest and comprehension of the ways in which the world has changed and how the past affects the present. History serves as a driver for learning in all year groups for at least one term in every year group. Furthermore, we believe that children should leave Priory brimming with knowledge and a thirst to explore history further.

## 3. Aims and Objectives

- Develop curiosity about the past in Britain and the wider world.
- Experience the enjoyment of history through creativity and imagination
- Encourage thinking about how the past influences the present
- To make explicit links between - 'when and where' thus developing a balanced view
- Develop a sense of chronology
- Understand society and their place within it, so they can develop a cultural heritage
- Understand how Britain is part of a wider culture
- Feel involved, included and challenged through differentiated tasks and support

## 4. Teaching and Learning

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like Historians.

The teaching of history in school is based upon the National Curriculum and delivered through the 'Weaving Knowledge, Skills and Understanding' document. History acts as a driver in every year group, and through a range of resources, children are actively engaged and encouraged to question what they find. Questions used are based upon the second order concepts of:

- Causation and Consequence
- Change and Continuity
- Significance
- Historical Interpretations
- Similarity and difference

We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions. Skills that are key to the development of historical understanding are the use of questioning, both by the teacher and the pupil. This allows the teacher to gain an understanding of what the child knows, and the child to develop a deeper understanding of the subject.

We recognise that there are children of widely different historical abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- providing resources of different complexity, matched to the ability of the child
- We provide 'Basic', 'Advancing' or 'Deep' options in the vast majority of activities so that children can push themselves to show what they can do (self-differentiate).

## 5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

**Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

**Advancing:** understanding of key knowledge, independent application, can explain, use or summarise understanding

**Deep:** has an exceptional understanding of knowledge and skills (gifted and talented)

## 6. Resources

Resources are stored within topic boxes within the classroom and monitored by the class teachers. Resources are ordered and purchased by the history lead and then distributed to the class that requested them.

## 7. Early Years

In the EYFS, History is not taught exclusively as a subject, but is embedded in teaching the children knowledge of the world in which they live under the heading 'Understanding the World'. The key aspect of teaching History in EYFS is to create a degree of curiosity and show an awareness of chronology through personal experience and an understanding about how things can and have changed. Following

the whole school approach of ‘Learning Challenge curriculum’, children are taught to sequence events and make connections to their own personal history. Through direct teaching and provision enhancements available, children are encouraged to talk about their personal and family history – such as sharing special times, talking about how they have changed and learning about important people from the past. Evidence is gathered through observations and children’s comments and collated in their Learning Journey books.

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children’s level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the “Prime” areas and the “Specific” areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society.

Assessment plays an important part in helping practitioners to recognise children’s progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children’s development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment, monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children`s skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p><b>Personal, social and emotional development</b></p> <ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical pattern</li> </ul> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• People, Culture and Communities</li> <li>• The Natural World</li> <li>• Past and Present</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Creating with Materials.</li> <li>• Being Imaginative &amp; Expressive</li> </ul>

## 8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. This can be through resources being differentiated by adapting language used, pictures or by using verbal resources through ICT. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

## 9. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 10. Monitoring and Review

The subject leader is responsible for monitoring the standards in History. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

## 11. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting

Policy Author: Caer Greatbatch

Date of Review: February 2025