



HISTORY

Intent of the History Curriculum

AFJS aims

At Abbots Farm Junior School, we endeavour to provide a knowledge rich History curriculum to spark children's curiosity about the past and explore how past events impact on today's society.

We aspire to:

- Spark pupils' curiosity about the past in Britain and the wider world
- Foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- Teach about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- Develop a knowledge of chronology within which the children can organise their understanding of the past
- Develop an understanding of how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- Distinguish between historical facts and the interpretation of those facts
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage
- Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation

National Curriculum

Our school aims are closely linked to those of the national curriculum for History, which are to ensure that all pupils:

- Can use appropriate historical vocabulary in discussion to describe key features of a time period/concepts in history
- Can understand our knowledge of the past is constructed from a range of sources.
- Can note connections, contrasts and trends over time
- Can regularly address and sometimes devise historically valid questions about change, cause, similarity, differences and significance of events and people in history.
- Can construct informed responses by selecting and organising relevant historical information.

Our subject content ensures that all pupils:

- Can show an awareness and understanding of changes in Britain from the Stone Age to the Iron Age
- Can explain in simple terms the impact of the Roman Empire on Britain
- Can study an aspect of history that is significant in the locality – Rugby/Rugby School/William Webb Ellis/Roman Roads
- Can study a non- European society that provides contrasts with British History – The Benin Kingdom
- Can understand the achievements of one of the earliest civilisations - Ancient Egypt
- Can understand the impact of Britain's settlement by Anglo-Saxons and Scots
- Can discuss the Viking and Anglo – Saxon struggle for England (Viking raids and invasion)
- Can study aspects of Ancient Greek life and achievements and their influence on the Western world.
- Can study an aspect in British history beyond 1066 – Battle of Britain
- Can show an awareness of a significant turning point in British history - WW2
- Can partake in a local history study – the Blitz

Roles and responsibilities

The History leader is responsible for monitoring medium-term planning using the History Topic Coverage Map and knowledge organisers to ensure complete coverage of the NC History objectives across the school and retention of key historical knowledge. The History leader also support with finding appropriate resources where necessary to support topic delivery. They also review History provision, including its strengths and the next steps for developments, as part of the action planning cycle.

Year group teams are responsible for agreeing the order in which activities and learning will take place. This should be recorded on the termly overview planning grid. Staff are also responsible for creating an enquiry based approach to some of their history lessons, allowing children to take ownership of their learning, sparking curiosity and leading to deep learning. They are also responsible for creating knowledge organisers, depicting the key knowledge the children will acquire and the prior knowledge they will already have.

The governors are responsible for discussing History provision with the Curriculum Lead as part of the wider curriculum and allocating some governors to monitor the provision, its strengths and areas for development when required, and for reporting these to wider the governing body.

Implementation of the History Curriculum

Planning

At Abbots Farm Junior School, History is taught through a topic based approach alongside Geography, Design & Technology and Art. Our Creative Curriculum is carefully planned to engage and excite all of our learners, in order to provide the school with a high quality curriculum, which is the key driving force for our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of skills and knowledge coverage across each term.

Progression

Our History lessons at Abbots Farm Junior School build upon the prior learning of the children, which is mapped out on our long term History coverage plan. Children of all abilities have the opportunity to develop their skills and knowledge in each of their topics and, through planned progression built into their learning, we offer them an increasing challenge as they move through the school.

Teaching and Learning

At Abbots Farm Junior School, History teaching focuses on enabling children to think as historians. Our main aim is to develop the children's knowledge, skills and understanding in History and we use a variety of teaching and learning styles within our History lessons to be able to achieve this.

We have developed a set of history skills that children will apply in their history lesson. Each lesson will give children the opportunity to use and develop these skills:

- Order historical information chronologically
- Ask relevant questions
- Use a range of sources
- Make connections
- Justify opinions
- Present knowledge of the past

We believe in whole-class teaching methods and combine these with enquiry-based research activities to ensure we reach all of our learners.

We believe our children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all of our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults to suit the needs of all learners.

Cross-curricular links

English

There are strong links between History and English. Through activities such as writing frames, descriptive work, empathetic writing, non-fiction reports, reading texts, role play and drama, History makes a contribution to the delivery and development of children's literacy.

Maths:

Using chronological sequencing and the vocabulary of passing time in a historical context contributes towards pupils' mathematical subject knowledge.

Computing:

Through the use of computing equipment to research, investigate, share and record historical information, the children develop and reinforce their computing skills.

RE:

Through seeking to understand others' lives, the concept of cause and effect, and stimulating curiosity about different cultures, History helps children develop a sense of identify and an increased understanding of their place in the world.

Wider opportunities/enrichment opportunities in History

Visitors and Educational Visits:

At Abbots Farm Junior School, we endeavour to plan wider enrichment opportunities that will enhance the children's historical knowledge and support them in thinking as a historian. To excite and engage the children with their learning, we research and plan in interesting visits and visitors.

Local links

One of our whole school curriculum aims is to ensure that children engage with and learn about their local community and the importance of places and people around them both today and in the past. In History, this is promoted through the study of local sites, the use of local resources to enrich the history curriculum and establishing links with other organisations to develop learning. Additionally, where possible, individuals for children's families are invited into school where appropriate should they feel able to contribute either professionally or personally to a topic.

Impact of the History Curriculum

Assessment and Recording

At Abbots Farm Junior School, assessment is an integral part of the teaching process, informing planning and facilitating differentiation. The assessment of children's work is forever ongoing to ensure that knowledge and understanding is being achieved and progress is being consistently made. Teachers consistently refer back to both long term and medium term planning grids to ensure objectives are being met. Feedback is given to the children in a timely manner and will be guided by the school's feedback policy. At the end of each history unit of work children are given an assessment task to identify the knowledge and understanding they have retained and their attainment in this subject. These tasks include low-stakes quizzing, short assessment tasks, oracy tasks or double page spread writing tasks. Judgements for attainment in all subjects in recorded on Insight.

Monitoring and Review

The History subject leader creates an annual action plan for the development of the subject and provides a review of the subject to the headteacher annually. They review the curriculum through pupil interviews using knowledge organisers to determine knowledge acquisition and provision for this as well as conducting lesson drop-ins when necessary. They may also review any evidence of work completed where possible.

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Febraury 2025 by A. Corbett

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