



Ringway Primary School Curriculum Statement History



The more you know about the past, the better prepared you are for the future – Theodore Roosevelt

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their subject specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Placing of the history being studied in the chronological context of previous learning, using the class timeline. • Brief review of learning covered in previous lesson/s. • Specific key vocabulary to be used and its definition. • Conduct Historical enquiry using a variety of sources and/ or artefacts. • Interpret their findings. • Communicate their historical knowledge and understanding appropriately. • Evaluate their learning and compare with other historical periods studied as appropriate. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of historians at an age appropriate level • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing history, their own work and identifying their own strengths and areas for development.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as historians. • Ensure an appropriate progression of history skills and knowledge is in place over time so that pupils are supported to be the best 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include actual pieces of work, carefully chosen vocabulary, a topic specific timeline and a key stage timeline. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of historical skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids

<p>historians they can be, and challenge teachers to support struggling historians and extend more competent ones.</p> <ul style="list-style-type: none"> • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Keep up to date with current history research and subject development through an appropriate subject body or professional group. 	<ul style="list-style-type: none"> • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<ul style="list-style-type: none"> • That pupils, over time, develop a range of skills and techniques across all of the areas of the historical curriculum.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high quality and are plentiful so that pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and area for development. • Able to critique their own work as a historian because they know how to be successful. • Safe and happy in history lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on historical skills and knowledge • Develop historical skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure the impact of the curriculum is wide reaching and positive.