



Subject routeway

Subject: History

1. Curriculum intent

History is the study of people and places over time. At Unity Community Primary School, we aim to deliver a high-quality history curriculum which is accessible to all, builds a coherent knowledge of chronology and inspires the next generation of historians.

We developed our own Big Life Schools curriculum which is based on the National Curriculum and the Statutory Framework for EYFS. It aims not only to teach children about key events and civilisations, but also to embed, link and re-enforce key concepts from across history. We teach children the connections between periods of history and their wider learning. For example, they develop an understanding of how engineering and technology have driven change, and explore issues of power, conflict, democracy and rights and diversity in different societies.

As a Rights Respecting school, we believe it is essential to teach children about their diverse heritage. We also use our history lessons to teach children about how the rights of children have evolved throughout history.

2. Implementation

History plans at Unity are adapted regularly so that lessons respond to the needs of the pupils. In EYFS, children are taught the very basics of history; they gain an understanding of the past through stories and experiences. Furthermore, at Unity, our EYFS children are exposed to change makers: a selection of remarkable individuals who have impacted the past.

In Key Stage 1, these ideas of change and the past are built upon and units on Change Makers expose children to influential people who helped to shape their society. These units are well suited to the children's ages and provide accessible, engaging learning opportunities which teach chronology and introduce the key 'threads' of history which will be taught in Key Stage 2.

In Key Stage 2, the curriculum is taught chronologically within each year group to give a comprehensive overview of both UK and world history. Each unit is referred back to so that children can begin to build links between different periods of history. Furthermore, the use of class timelines allows children to see how different periods of history existed before, after and alongside one another.

In Summer, every class completes a local area study of Manchester. Each of these units focus on a different period of Manchester's history, including the Industrial Revolution and

immigration. Each unit builds on the previous year's learning so that by the end of Year 6, children have a comprehensive understanding of our city.

3. Impact

Milestones at Unity are based on the Clive Davies' 'How to Assess a Knowledge-Rich Curriculum - Focusing on 'sticky knowledge' in science, history & geography,' which we used to help shape our curriculum. Assessment from EYFS to Year 6 is done in every lesson to ensure that pupils are reaching these milestones. We use assessment for learning techniques in each lesson to address misconceptions and ascertain if the lesson objective has been met.

Questioning and independent work is the biggest indicator of if a child has acquired the necessary knowledge from a lesson and reached their milestone. However, we want our pupils to recall knowledge from previous topics, and use metacognitive techniques to build schema between themes. In Years 1-6, we do this by using low-stakes, flashback quizzes which ask a question about previous topics. Furthermore, at the end of each unit, pupils will complete a Proof of Progress page in their books.

4. Inclusion

At Unity Community Primary School, we work hard to ensure that every member of our school community enjoys being a historian and fulfils their potential. We use strength-based approaches to ensure that every child gains an understanding of the past. Each lesson utilises quality-first teaching to ensure that resources are adapted to meet the needs of individual pupils, for example through the use of word mats, sentence scaffolds, non-written tasks and concrete resources.

Outside of the classroom, educational visits and activities are all carefully reviewed in line with the school's risk assessment policies. Pupils with additional and specific learning needs will receive an individualised risk assessment which ensures not only their safety, but that they are able to join in with important learning activities. These individualised education plans are created in conjunction with the class teacher, SENDCo and the child's parents.

5. Professional development

Professional development is delivered by the Subject Lead in conjunction with Deborah Cox (Curriculum Specialist). Our Subject Lead attends District Network meetings of History Leads. Staff meetings are also delivered to support teachers with their subject knowledge. Lesson observations and book looks allow staff to receive constructive feedback on their teaching.