



History at Spire Junior School Curriculum Statement



Intent of the History Curriculum

The central aim of our school curriculum is to develop the whole child and shape their minds for positive learning experiences about the world around them. We strongly believe in encouraging curiosity, exploration and developing a strong sense of self-identity.

We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past as well as that of the wider world. We have carefully designed our history curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children at Spire Junior in allowing them access to a much wider world.

Through our History curriculum, we strive to inspire pupils' curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time as well as embedding a strong sense of British values. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for high school and beyond.

Implementation of the History Curriculum

Our curriculum at Spire is carefully planned and organised so as to promote a deep understanding of the projects and concepts that we cover through quality first teaching. We do this by equipping our pupils with the skills and qualities they need to thrive both within the curriculum and within the wider-world.

History is taught regularly throughout the school during the Autumn term, within the 'Discover' project. The children will use a philosophical question to help draw links with the wider curriculum and guide them through their learning. For example, Year 5 learn about the history of the British Monarchy through the key philosophical question of 'Are all great leaders born or made?'. Other year groups will have chosen a key period in history to study.

Children will be taught using a skills-based approach, but this will also be knowledge-rich. These skills are revisited in every year group but are progressive as to create a fluency of learning through their journey in this subject. Learning intentions will be derived from these skills to inform future learning. Children will be taught skills in the following areas of History (as outlined in the 'History Skills Statement document'):

- Chronological understanding
- Application and Comparison of Knowledge
- Interpretation



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- Historical enquiry
- Communicating their knowledge

When implementing our History curriculum, we engage all pupils through linking ideas to a range of practical activities. Our curriculum is also delivered through the means of visits and specialist visitors to enhance our children's learning experiences and expose to inspiring role models. An example being one year group welcoming a member of the Army into school to explain his role and share his experiences. Furthermore, these same children visited the history museum, Eden Camp, to enhance their learning experience.

Children will also be expected to learn and remember key information (sticky knowledge). Through the history curriculum the children will be exposed to specific vocabulary that they are expected to use and understand. This has been selected by the class teacher and formatted into a knowledge mat. These are stuck into children's books at the beginning of the 'Discover' topic and referred to throughout the term.

Impact of the History Curriculum

We are confident our curriculum is successful in the teaching and learning of History through a variety of monitoring and feedback activities which have taken place through school.

The children's historical enquiry skills will be evaluated throughout the topics through our class AFL activities, including our 6 in 6 recall activities, quizzes, and activity feedback. Children will then complete an end of unit assessment to assess their learning in order to report to parents and carers. These quizzes are written by teachers themselves and are specific to the learning that is found on the knowledge mats.

Teachers are expected to continuously assess learning throughout lessons and therefore the assessment of impact upon learning will be an ongoing process. This follows in line with the school marking and feedback policy, where most feedback will be given verbally at the most immediate/convenient point.

The impact of learning can also become evident in our end products. Each year group aims to showcase their learning through an end-product. This can be displayed in many ways such as producing a published magazine article, displaying artefacts at the Crooked Spire, running a stall in the town centre or hosting events at school. These end products have been incredibly successful events that were thoroughly enjoyed by the children, staff, visitors and governors (this being mentioned at a review meeting with the Governor).

Book scrutinies are carried out throughout the term to measure the impact of our curriculum, ensure consistency across school and to guide good practise. It was evident that staff had followed the relevant skills statements and quality outcomes had been achieved.

Staff voice has been used to measure the impact of learning in History. Likewise, staff have been asked to reflect on their curriculum planning and to decide what to keep and tweak moving forward. This allows us to identify which historical skills were taught successfully and which need further development.