

## The History Curriculum

The history curriculum is pieced together using the following principles:-

### C1: Disciplinary Knowledge

We want children to understand what it is to be a historian and to feel confident working/thinking this way. Pupils in Year 1 upwards look at evidence and discuss what we can find out from it (in KS2 the children group evidence into primary and secondary sources).

### C2: Substantive Knowledge

We look to ensure substantive knowledge is taught and learned in a carefully planned progression. We make links back to previous relevant knowledge and make this explicit to the children in the elicitation exercises we carry out at the outset of each unit. From year 2 onwards the children record their new chronological knowledge of events on a timeline; this timeline stays with them as they grow through the school and they add new knowledge to it in each new year's learning.

We cover the National Curriculum. *'The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps to engender an appreciation of human creativity and achievement.'* In addition, we make try to connect history to our local community, for example learning about the experience of evacuees in Minchinhampton (World War 2 topic, Years 5 & 6).

### C3: Botheredness & Purpose

Where we can, we aim to narrow the focus of a topic and go deep and/or provide a moral purpose for the learning or local connection. This way we hope our pupils will become not just enthused but inspired or concerned or morally engaged in the knowledge they are encountering.

Where possible these deep encounters will also touch upon our curriculum threads. Here are some examples of deep learning topics:-

Year 2- Wangari Maathai (eco-activism, deforestation and tree planting).

Year 3/4 -Romans - looking at how the Romans lived in the local area, such as in Gloucester.

Year 5/6- evacuees in Minchinhampton during World War 2; finding out about Stone Age / Bronze Age standing stones and long barrows in the local area between Minchinhampton and Avening.

We have developed units from the Power of Reading and aim to make connections between the stories and texts the children read, and the period in history they are learning about.

We don't want a curriculum that simply engages pupils and keeps them busy....we need pupils to feel 'concerned,' to feel like it matters...we believe it is this personal investment that will tip them in the direction of independence and self-efficacy.

#### C4: Spirituality

Spirituality is a vein that runs through the curriculum from start to finish and our values inform the way we work.

We look to identify opportunities for spiritual reflection and growth both at the planning stage (see spiritual opportunities identified on the Knowledge Organisers) but also embrace opportunities on a daily basis and certainly in lessons, collective worship and class worship.

#### C5: Threads

Wherever possible we plan for units of work to deliver one of our core threads as well as the subject specific objectives. For example our units make links to the local community and local history as much as possible. By doing so we aim for the children to feel a sense of belonging, to feel part of a community. They will understand what a community is and what makes community important. They will understand and appreciate their own British/ local/ school/ family cultures. They will have in-depth knowledge about historical and geographic features of their local community. They will feel inspired, in awe and feel protective about the wonderful world on their very own doorstep.

### **Teaching methods used in History**

Lessons/ units will/ may include the following strategies:-

#### Re 'Engagement':

##### E1: Establish strong relationships

Recognition- look for opportunities to recognise and describe learning and good learning behaviours – this as opposed to a system of rewards and punishments.

##### E3: High expectations & formative intervention

We want to inspire SEN and vulnerable children to develop a passion for history. We respond to their needs when planning and delivering lessons. If a pupil or pupils struggling to understand the learning we support them through:-

- **WAGOLL-** folder of best work from the year before to demonstrate expectations to the pupils.
- **Practical**—approach the learning again from a more practical and/or concrete angle

##### E4.Engaging activities to start unit/ lesson:

- **Stimulus-** look at objects/ pictures/ video- discuss
- **Purpose-** class receive a letter/ invitation/ message in a bottle
- **Visit-** pupils go on a visit to place of interest to stimulate their interest/

questions/ ideas

- **Stories**—pupils read a story that related to their subject// provided with a headline and asked to guess the story.

### E9: Engaging with Challenge

- **Embrace difficulty**- encourage children to embrace difficult tasks and mistakes and to persevere. eg 'It's great that you're finding that tricky- it means you are learning.'
- **The pit**—talk to pupils in terms of the learning pit—describing the place we find ourselves in when we don't know how to do something/ when the learning is a challenge—display pictures of the pit.

### E11- How can we help our vulnerable/SEND learners with this?

- ⌘ Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil. This approach could form part of a wider sensory diet. These resources could include but are not limited to:
  - Wobble cushion
  - Wobble stool
  - Stretchy resistance chair band
  - Fidget resources
  - Theraputty
  - Movement breaks
  - Standing desks
- ⌘ Offer a visual task timeline as part of a task slicing approach
- ⌘ Offer frequent and planned refresh/refocus breaks built into a visual timeline
- ⌘ Keep focused activities short and intersperse with child-led activity
- ⌘ Show what 'finished' looks like. Include top down models and working examples

### Re: Thinking

#### T1: Generating thinking/ P4C (ref also techniques to develop MASTERY)

*'When tasks are more complex for a pupil, the quality of meta-cognitive skills rather than intellectual ability is the main determinant of learning outcomes' John Hattie 2009*

- **Visualisers**- many uses- eg evaluate a pupil's writing.. eg demonstrate peer marking...eg analysing responses to test...eg evaluate photo of a DT product.

#### T3: How can we help our vulnerable/SEND learners with this?

- Offer additional thinking time to formulate responses and act upon instructions. To support this warning of the question/response is useful
- Limit concurrent processing demands
- Offer short, personalised instructions in the correct task sequence
- Encourage the pupil to make a checklist

- Increase general visual support to aid recall and support thinking. This can be in the form of word webs, picture cues; visual task timelines, story maps and graphic organisers
- Reduce language levels – focus on key words and points needed for delivery.

## Re Clarity of Learning:

### CL1: Know their starting points

- **Elicitation** - task in maths around key skills/ concepts in upcoming maths unit
- **Immersion** –before trying to elicit prior knowledge, immerse pupils in the topic- eg visitor in/ resources layed out/ trip out
- **Parent/ community expertise-** elicit from parents their ideas/ knowledge/ expertise prior to topic taught

### CL2: Be clear about the end point and the big picture

- **Sharing the learning intention-** needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.

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### CL3: Be clear about the steps to get there

- **Success Criteria-** The purpose of the success criteria is to make the children absolutely sure about what is in the teacher's mind as the criteria for judging their work . The success criteria can take many forms. Examples might include a model algorithm; a modelled piece of writing; a writing frame; a self-evaluation checklist; a learning mat or a list of vocabulary. Basically they are a visual aide-memoir for pupils and a reference point for teachers when explaining and then evaluating learning during a lesson
- **WAGOLL-** folder of best work from the year before to demonstrate expectations to the pupils.

### CL4- How can we help our vulnerable/SEND learners with this?

- **Explicit Instruction:** e.g. diagrams, images or tables on a mini-whiteboard.
- Teaching skills and concepts in small steps.
- Use examples and non-examples.
- **Cognitive and metacognitive strategies,** e.g. low-stakes quizzing
- **Scaffolding,** e.g. when students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term. Can be visual, verbal or written.
- **Flexible Grouping,** e.g. allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main

class.

- **Using Technology**, e.g. speech-to-text software. Voice recording device to aid memory or to record their ideas for writing and check back.

## Re Pupil autonomy:

### PA1: Pupils exploring their own ideas and questions

- **Immersion**- before asking them what they know, pupils immersed in the topic / provided with experience to stimulate their interest/ ideas/ existing knowledge.

### PA2: Pupil self-evaluation

- **Brain dumps**- pupils given 3 minutes to stop and reflect on concepts and ideas just introduced and make links to previous knowledge

### PA3: Pupil independence

- **5Bs**— brain- board- book- buddy- boss- to encourage pupils to solve their query independently rather than going immediately for help from the teacher.
- **Resourcing- ensure** pupils have resources available in class generally and for specific lessons to ensure they feel fully supported in their learning.
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### PA5: How can we help our vulnerable/SEND learners with this?

- **Working memory**
  - *Use short instructions and keep information brief. Don't overload the child with too much information at a time.*
  - *Encourage jottings or notes to reduce the load on their memory & use highlighters.*
  - *Give them extra time to process information and think about what they see or hear.*
- **Organisation**
  - *Visual/itemised timetables/kit lists/routines; chronological 'to do' lists.*
  - *Short, timed tasks using a sand-timer.*
  - *A task planner.*
  - *A list of the steps a pupil needs to take.*
- **Monitoring and self-evaluation**
  - *Checklists.*

- **Planning to do a task**
  - *Model examples of work*
  - *Images that support vocabulary learning.*
  - *A word bank.*
  - *A writing frame.*
  - *Sentence starters.*
- **Thinking and focussing**
  - *Set up situations where the child can succeed, by starting with tasks that are easy for them.*
- **Shift and cognitive flexibility**
  - *Use visual timetables.*
  - *Give verbal/visual notice of upcoming changes in tasks or routines.*
  - *Consistent routines for beginnings and endings.*
  - *Treat transitions as a separate activity; one to prepare and plan for, e.g. spend time talking about changing from one activity to another.*

## Re Proof of learning:

### PL1: All student response systems

- **Randomiser/ numbers on each chair/ Lolly pop sticks**--Have lolly pop sticks with pupils' names written on. Vary the way you use the lolly pop sticks, for example have a 'joker' stick which allows you to ask anyone you want or use other randomiser strategies. Call out number on a chair to answer. Use randomiser on white board. Use all 3 different methods in each lesson to keep it from going stale. Have pupil photos to pull out of pack.

### PL2: Picking up on and responding to needs quickly:

- **Do a quick check**- move quickly around room picking up on how well the pupils 'get' the learning. Work out how many pupils are struggling and respond immediately through-
- **Mini-lesson**- provide those pupils who need it with another mini-lesson- explaining concept in different way

### PL3: Feedback pupils to teacher

Learning is revisited to ensure that important knowledge and vocabulary has a chance to enter the long-term memory.

- **Elicitations (possibly including diagrams and concept cartoons)**- pupils revisit these
- **Hinge questions**- these based on the important concept that critical for pupil understanding. Present to pupils mid lesson to evaluate progress. Must be diagnostic not up for discussion. All pupils must respond. Must be able to collect and interpret all pupil responses within 30 seconds.

#### PL4: Retrieval Practice

- **End of unit quizzes** -Google Forms, Google Jamboard, Kahoot- <https://kahoot.com/>; Mentimeter <https://www.mentimeter.com/>; Carousel- <https://www.carousel-learning.com/>; Quizizz <https://quizizz.com/?lng=en>; Quizlet-<https://quizlet.com/en-gb>; Get Plickers- <https://get.plickers.com/>
- Retrieval of previous learning in unit and beyond

#### PL5: How can we help our vulnerable/SEND learners with this?

Some children may find the organisation to record their learning challenging. Therefore some ideas to support organisation include:

- 'Talk for writing' strategies Practitioner modeled sentence stems.
- Sentence cut ups. Practitioner writes the sentence, cuts into words, child orders.
- Technology can be used to record their learning and reduce barriers and empower reluctant writers. Examples may include: speech-to-text software.
- Opportunity to record learning via different methods - word processing, powerpoint, story frames, video, photograph.
- When letter formation/independent writing is not the focus, adults may scribe for the child, recording their learning and showing their understanding.