



The Crescent Primary School Curriculum

Subject: History

Intent: What are we trying to achieve with our (subject) curriculum?

- At The Crescent Primary School we follow a learning challenge approach that starts with an enquiry question that requires the children to take part in a range of activities that will enable them to formulate an answer. In history the children will follow the six steps enquiry approach: motivate, collect information, make sense of the ideas, draw conclusions, question our ideas and create a final outcome.
- The initial history objectives have been taken from the National Curriculum and then divided up among the year groups. A set of key skills to underpin these objectives has been set into a progression document, which form the key objectives. These objectives will be spiralled into the curriculum allowing children to meet them more than once.
- We are currently following the learning challenge approach which is set around a key question. The specific learning objectives and skills for each unit have been set out for each year group and will be monitored to ensure the correct coverage. Following a staff meeting, staff have been introduced to Hampshire's six step approach to enquiry to develop planning. Each unit now has a knowledge organiser defining key terms, previous learning and a summary of new learning. For each unit teachers have developed a learning journey which is shared with all the children.
- We set high expectations for all pupils and monitor books regularly to ensure that disadvantaged children are offered the same experiences and opportunities to succeed. In a previous book look it was evident that teachers have the same high standards expected of these children and also support them in a range of ways where necessary.
- The objectives for history are clearly set out on year group planning overviews for the term and will be monitored yearly by the History manager to ensure the objectives are covered clearly. They also form the assessment criteria on our Insight tracking, which is completed at the end of each unit.
- 3Ls has been introduced this year to ascertain if the children are remembering key knowledge. This was evident in all year groups books and children were being successful at retaining what they have been taught.
- The children are beginning to build up their knowledge through the key themes of history – government, society, civilisation, monarchy. These themes will develop and progress throughout the range of units offered to the children.
- Each topic will have an element of diversity and help the children to see a diverse representation of the past that tells their narrative.

Implementation: How do we deliver our (subject) curriculum?

- History is taught through key enquiry questions, where the teaching follows Hampshire's six step approach to enquiry. Teachers set out this learning on a clear learning journey that is shared with the children. In a recent book look this was evident and on conferencing the children they were able to articulate these.
- Each unit builds the children's knowledge to be able to answer the key enquiry question that they were first set. In a recent pupil conferencing session the KS2 children said that they liked to complete a double page spread explaining what they had learnt throughout the unit.
- There is a clear progression of skills, which staff are using and beginning to build the disciplinary skills of history more carefully into their planning and lessons. After looking at

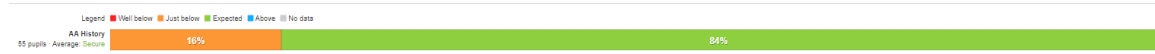
planning it was evident that teachers were stepping away from 'to understand.....' and thinking more about the skill the children were using. This will be followed up more in autumn.

- Support is given to the different ability groups through questioning, peer support, extra resources to support understanding, trips and artefacts.
- To support the teaching of history we rent the history boxes from Hampshire and Hampshire County Wardrobe, we also have outside visitors to support the children's learning (Year 3 – Roman visitors, Year 4 – Anglo-Saxon visitors).

Impact: What difference is our (subject) curriculum making to pupils?

- From book sampling and looking at planning children are learning the appropriate knowledge outlined in the National Curriculum.
- After reordering the history curriculum at The Crescent, children explained that they liked to learn the time periods in chronological order and it helped them to understand how one period moves onto the next.

Year 1



Year 2



Year 3



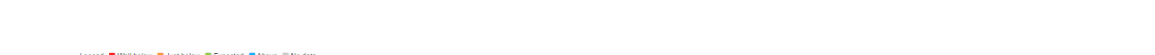
Year 4



Year 5



Year 6



As a school currently the children achieving ARE in History is currently on average 83%.

Evidence: How do we know?

- Book scrutiny
- Insight tracking
- Moderating planning
- Compiling History Portfolio