

Intent

At Cavendish Community Primary School the history curriculum is carefully mapped out so that all pupils leave Cavendish equipped with an understanding of the past that paves the way for their future offered through a progressive, enquiry-based framework. Throughout their journey in history, pupils will acquire a breadth of knowledge of places and people, and significant events through time. Pupils will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspectives.

Aims linked to Values/Rights

As a Rights Respecting school we understand that history is a tool through which we understand who we are individually and collectively as a community, as a nation and as a human race. It is how we understand what caused the present world to be the way it is. We want pupils to be active in their communities, open to new experiences, and live happy and productive lives and live in a 'rights respecting' way.



Our history curriculum is linked, when relevant, to the golden values of the school.

These are:

- Equality
- Positivity
- Courage
- Respect
- Responsibility
- Kindness

Within the history curriculum, substantive knowledge transforms what pupils see in the world and how they see it and also enables pupils to build a 'big picture' of the past within which they can embed new historical knowledge. It is the substantive knowledge of the past which also plays a role in helping people interpret the world

today. Pupils' knowledge of what we often call substantive terms come up time and time again in the curriculum.

One of our threads of substantive knowledge is government, with the addition of democracy in year six. This enables the children to think deeply about the value of equality and responsibility.

Inclusion

At Cavendish we use a range of adaptive teaching strategies to ensure all children regardless of barriers are able to access history. These include;

- Using visuals & concrete resources to support explanation
- Teaching subject specific vocabulary & ensuring this is repeated & embedded
- Using collaborative groups so peers can support each other
- Using scaffolds or alternate means of recording, when appropriate, to support writing.
- For some children, further adaptation may be necessary & teachers will look at & teachers will look in depth at fewer objectives with adult support over a longer period of time.

Implementation of Curriculum

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the National Curriculum.

EYFS

Children in EYFS will learn to talk about the lives of people around them and their roles in society. They will know some similarities and differences between things in the past and now and they will understand the past through settings, characters and events encountered in books and storytelling.

Key Stages One and Two

Within both Key Stage 1 and 2, the units cover the National Curriculum statutory requirements for history by:

- following a carefully constructed **curriculum design** to develop a chronological understanding of British, local, and world history
- presenting pupils with a variety of **lesson tasks** that require pupils to analyse connections, contrasts, and trends over time

- presenting and highlighting historical language through the **key vocabulary** and **key terms**
- addressing and devising questions on change, cause, similarity and difference, and significance through the mapped out **disciplinary concepts**
- constructing responses on historical information through lesson tasks and pupils' **enquiry question** responses
- analysing a range of sources within **lesson tasks** and understanding how these have constructed our knowledge of the past.

Curriculum map

https://www.cavendish.manchester.sch.uk/serve_file/20544082

Enrichment (Trips, Visitors, Clubs)

At Cavendish it is our intention that all children will learn through a history curriculum which is engaging, exciting, challenging, purposeful and relevant. We believe that trips, visitors and experiences really enhance the curriculum, providing opportunities to build appreciation & curiosity in a range of different places. Trips and visits range from a visit by grandparents in EYFS and a local history walk in year 1 to trips out of school to study the Egyptians, Romans and World War 2. These trips and visitors are regularly reviewed to ensure that they are providing the best enhancement possible of the history curriculum.

Impact

A wide range of strategies are used to measure the impact of our History curriculum. Our teaching sequence allows children to respond to a 'Unit Question' with different enquiry questions in each lesson. Retrieval sessions form part of the lessons to assess the knowledge absorbed into the long-term memory of pupils. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge and skills are addressed and additional teaching and support is provided. Our Subject Leader will also monitor the effectiveness of the History curriculum through carrying out regular subject evaluations. The effectiveness of History is also monitored through regular pupil voice. In EYFS, staff professional judgements are valued. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise.