Subject Leader Curriculum Overview – History

INTENT

Stenson Fields Primary: CARES Curriculum				
Caring	**Achieving**	**Respecting**	**Enjoying**	**Supporting**
Learning lessons and morals from the past helps our children grow into considerate and compassionate young people.	A **challenging** and **exciting** curriculum, where essential **knowledge** and **skills** are combined in a purposeful way.	We develop responsible citizens of the future who show acceptance of difference and respect for each other. We help children to understand why people act as they do, and to appreciate and respect those who lived in the past.	An **engaging** and **creative** curriculum. We plan **fun, memorable** experiences that allow children to better understand the world we live in.	A **collaborative** curriculum, of which we have shared **ownership**. Our history curriculum is carefully and regularly reviewed, monitored and evaluated.

IMPLEMENTATION

The History Curriculum			
Knowledge	**Skills**	**Linked Learning**	**'CARES' Approach**
History is planned for and taught regularly throughout the year. Objectives for teaching are taken from the National Curriculum and appropriate topics have been selected to ensure these objectives can be taught in a meaningful way. British history is taught chronologically to ensure children have a better understanding of when events in British history took place. A wide range of significant individuals are studied – some local to Derby and others from other parts of the world.	Good progression of skills has been planned for each year group in a whole school approach. Skills are repeated and extended to further embed learning.	History is taught as a discreet subject in a wider topic which motivates and interest the children. Links with other subjects are made throughout other areas of the curriculum.	We plan school trips to provide powerful, fun, kinaesthetic learning. When possible, we invite visitors into school so they can share their expertise with the children.

IMPACT

Assessment, Monitoring and Review		
End of term/year assessment data shows high standards and good progress across the school.	Pupil interviews, learning walks and book scrutinies show high standards and good progress across the school.	Termly CARES Curriculum review (whole staff) to evaluate success/impact of the Intent, including knowledge, skills and enrichment opportunities.

Subject Leader – What is History like at Stenson Fields?

Strengths	Areas for Development
• History is planned for and taught regularly throughout the year. • Objectives for teaching are taken from the National Curriculum and appropriate topics have been selected to ensure these objectives can be taught in a meaningful way. • Cross curricular links are planned for and taught where it is meaningful. • Good progression of skills has been planned for in a whole school approach. • British history is taught chronologically to ensure children have a better understanding of when events in British history took place. • Trips are planned where possible to help further inspire the children with the topic. • A whole school timeline has been implemented and is displayed in each classroom to ensure continuity in the children's learning.	• Online subject coordinator courses have been booked. • Ensure displays reflecting history content are present in classrooms. • Is key vocabulary identified and taught for history? • Purchase a school timeline? • Check what resources are used to teach history and availability of artefacts for topics. • Is key vocabulary identified and taught for history? • How is history assessed? • How do we evidence an exceeding child? • How do I know there is progression of skills?

Amendments due to Covid-19 (Academic Year: 2020-21)

- History lessons with the appropriate learning objective have been adapted and taught online where possible.
- Where possible, virtual school trips have been planned to enthuse the children in the appropriate area of history.
- Gaps in children's learning caused as a result of school closure have been identified and where it is not possible to teach the content this year, the next year group are aware of the missing content and can plan accordingly.
-

Questions to consider	Useful documents
• How are children challenged? • How are PP/SEN children's needs met? • How do you build on children's prior learning/knowledge/skills? • How is assessment used? • What do you want pupils to know/understand/do by the time they leave? • How do you make sure *all* children are making progress? • Can your pupils use their subject knowledge across the curriculum? • What resources do you use?	• CARES Curriculum Intent • Subject Action Plan • Progression of Skills documents (Sci/His/Geog) • Scheme documentation • Subject Leader Overview • Whole School Data (2019 outcomes and termly data) • SF Key Information Booklet (Jo) • Staff/pupil/parent questionnaires • Work scrutinies/pupil interviews/learning walks • Topic planning (cultural capital: visits, visitors, outcomes etc)

• How do you develop, monitor, evaluate and improve provision in your area of responsibility? • How do you make sure teachers have good subject knowledge?	• Interventions