



Curriculum statement for the teaching and learning of History

“Learn from yesterday, live for today’ hope for tomorrow. The important thing is not to stop questioning” – Albert Einstein

INTENT

At Porthleven School we aim to offer a high-quality History education that has our curriculum drivers of ‘world Citizens’, ‘Resilient Individuals’, ‘Respectful Communicators’ and ‘Healthy Advocates’ at the heart of everything we do. Not only do we want to help pupils gain a coherent knowledge and understanding of Britain’s past, it is important as World Citizens to develop an understanding of the wider world and Britain’s and Cornwall’s place within that wider context. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to be ‘respectful communicators’ ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups. We believe pupils need learn about ‘resilience’ through studying individuals that have overcome great obstacles and troubles such as ‘Walter Tull’ the first British Caribbean footballer, Mary Seacole and the Shackleton expedition. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects.

Cornwall and our local area of the Lizard Peninsula have historically had a huge impact on the history of this country and the wider world. Pupils will learn about the mining and export of tin from the bronze age to the ‘Great Emigration’ of Cornish Miners, the development of world leading communications and how innovators such as Guglielmo Marconi, William Cookworthy, and Richard Trevithick shaped history.

IMPLEMENTATION

Curriculum Design:

Learning in humanities is taught discretely with geography and history alternating every half term. Where possible we have sequenced the units so that pupils learn about the geographical context for the following history topic, for example developing their understanding of ‘Rivers’ before learning about the importance of the Nile in the development of the Egyptian civilization.

In addition to our history curriculum being informed and aligned to the National Curriculum, we have also mapped out the substantive knowledge that we wish children to learn. This essential knowledge is categorised into the themes, Significant Individuals, Trade, Conflict, Social Change, Locality, Empire, Monarchy and Civilizations.

Our history curriculum is enquiry based with an overarching question that introduces the unit of learning and which acts as an end point for teachers to assess against to identify how much children have learned. The learning in each lesson will also start with an enquiry question and a disciplinary knowledge concept that identify how historians investigate the past. Disciplinary knowledge is concerned with developing historical rational and critical thinking within the enquiry, and be categorised into 5 disciplinary concepts that are systematically developed in our history curriculum:

- **Change, continuity & development** – analysing the pace, nature and extent of change.
- **Cause and consequence** – selecting and combining information that might be deemed a cause and understanding the relationship between an event and future events.

- **Significance and diversity** - understanding how and why historical events, trends and individuals are thought of as being important and analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Chronological understanding** – Developing a schematic, understanding of period of time.
- **Interpretation** - understanding how and why different accounts of the past are constructed.

Pupils are provided with a broad range of contexts for learning that have been mapped sequentially to aid the introduction and development of historical skills. Where possible contexts are in chronological order so pupils can develop a wider understanding the changes, continuity and development between periods of time, for instance: Stone Age, Bronze Age and Iron Age; Anglo Saxons before Vikings; and the Roman Empire bore the British Empire.

IMPACT

As the History curriculum is defined and sequenced with attention to the types of knowledge – our assessment design is precise. Our assessment identifies the specific knowledge students have learnt and can apply, it pinpoints misconceptions and is incremental. We identify how far each aspect of the curriculum has been mastered. The evidence of impact is subject specific and ranges from written outcomes, pupils' articulation of learning, visual presentations, drama, music or dance.

Assessment for learning- (daily; in class)

- Using consistent feedback and marking strategies- against success criteria (See Marking and Feedback Policy)
- Targeted questioning
- Pupil self-assessment and peer-assessment- against success criteria
- Low stakes testing – 'Rapid Recall'

Formative Assessment

- Teachers assess at the beginning and end of every unit geography and history unit, through pupils answering an overarching question for the unit of learning.
- Knowledge, skills, and concepts of foundation subjects are assessed through the answering of Fertile questions.
- Learning in History is evidenced in our learning conversations (adult/child, child/child, etc).
- Learning in History is evidenced in targeted questioning and response.