

# Our School Curriculum

Our aim is for all students to be prepared for the next stage of their education by having the confidence and aptitude to make their own valuable contribution to their community. We want to prepare our students to be ready to meet new challenges with resilience and strong mental well-being, and to develop student independence by ensuring their 'love for learning' continues throughout their time at Withington. We have a core curriculum that engages and suits the needs of all our students and our wider curriculum creates a culture of participation, opportunity and ambition. We have broken our curriculum down into a 'Head, Hands and Heart' approach. Each of these is explained below.

The Head - this area of the curriculum focuses on a child's knowledge and understanding. We look at what the children already know and how we can build upon this. Our focus is that the children's knowledge and understanding is relevant to them, taking into consideration their background, cultural capital, the area they live and their own strengths and barriers to learning.

The Hands - this area of our curriculum focuses on a child's skills. We give opportunities for the children to use and apply the knowledge and understanding that they have developed.

The Heart - this area of the curriculum focuses on a child's learning behaviour. We look at enthusiasm and passion for learning, their ability to work collaboratively with others and their ability for reflections and self-improvement.

Some aspects of learning within our school will focus on one specific area although the majority will encompass all areas of the 'Head, Hands and Heart' approach with a holistic learning experience. As a school, we recognise that there is no 'right way' for a child to learn and that each child's learning experience needs to be catered to their individual needs.

As well as creating a holistic learning experience where we can effectively meet the needs of our learners, we believe that our 'Head, Hands and Heart' curriculum also gives children the best opportunities to succeed and fulfil their potential. We feel it helps to prepare children for the challenges they are currently facing but also for the future both education and as they move into their adult life.



## National Curriculum - History

**Purpose of study:** A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to 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, as well as their own identity and the challenges of their time

**Aims:** The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make c
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

## History – Intent, Implementation and Impact

### Intent

Our aim at Withington Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’.

### Implementation

History concepts are intertwined within our timetabled history lessons and are also drawn upon in some English lessons. In order for the children to know more and remember more in each area of the history studied, there is a structure of lessons planned and sequenced by the class teacher, in discussion with co-ordinator, whereby prior learning is always considered and the opportunities for revision of facts and historical understanding are built into these lessons. However, this is not to say that they are followed rigidly as lessons may take a different direction depending on children’s historical understanding. Through revisiting and consolidating skills, the school offers a platform for building on prior knowledge but also introducing new skills and challenge. Within these lessons, key vocabulary is built in and applied. Teachers guide and articulate accurate historical knowledge that inspire pupils to develop a love of history and to see how it has shaped the world in which they live in.

### Impact

We want to ensure that history is enjoyed by both teachers and pupils across the school therefore encouraging them to want to build on this wealth of historical knowledge and understanding now and in the future. Impact is measured through key questioning built into lessons, through regular marking on children’s work, KWL grids and summative assessments aimed at targeting next steps within learning. Each classroom has a topic display which aids children’s historical knowledge as key vocabulary/dates are visible for children to access.



# Withington Curriculum Content – History

## History KS1

<u>Head</u>	<u>Hands</u>
Learners can understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Learners can find answers to simple questions about the past by using source material.
Learners can understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].	Learners can discover about the past through role play/drama.
Learners can understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].	Learners can describe an artefact after seeing and touching it.
Learners can understand significant historical events, people and places in their own locality.	Learners can draw labelled diagrams and write about them to tell others about people, objects and draw labelled diagrams and write about them to tell others about people, objects and events from the past.
	Learners can use pictures to tell stories from the past.
	Learners can look carefully at pictures, eyewitness accounts or objects to find information about the past.
	Learners can use a range of sources to describe differences between then and now
<u>Heart</u> Learners can communicate effectively with others Learners can effectively collaborate with others. Learners demonstrate that they can share their opinions and respect those of others. Learners show enthusiasm and commitment towards History	

## History KS2

<u>Head</u>	<u>Hands</u>
Learners can understand changes in Britain from the Stone Age to the Iron Age Examples	Learners can present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.
Learners can understand the Roman Empire and its impact on Britain	Learners can look at evidence (primary and secondary sources)
Learners can understand Britain's settlement by Anglo-Saxons and Scots	Learners can role play
Learners can understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples	Learners can use timelines to place events in order
Learners can understand a local history study	Learners can use a range of source material including visits to collate information about the past.
Learners can understand a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Learners can examine and compare artefacts
Learners can understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Learners can present findings about past using speaking, writing, ICT and drawing skills.
Learners can understand Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Learners can understand a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	
<u>Heart</u>	
Learners can communicate effectively with others Learners can effectively collaborate with others. Learners demonstrate that they can share their opinions and respect those of others. Learners show enthusiasm and commitment towards History	