



Curriculum Progression Document

History



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Lutley 
Primary School

History Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

History Subject Intent

It is our intent that children leave Lutley understanding and feeling proud about their local area heritage and how it connects to regional, national and international events. Through drama, role play, artefacts and use of interactive digital media, our children are immersed in historical contexts. Through studies of significant people, events and time periods, children will secure their understanding of chronology. They will compare and contrast, making connections with themes in history, as well as evaluating the impact and influence through time. The children will develop enquiring minds through critical use of primary, secondary and digital sources to support their explanations and judgements.

History Rationale for Decisions About What is Taught and When.

The history curriculum for Lutley is designed around the national curriculum. The periods of history taught and specific events and people chosen were deliberate. They were chosen because they are felt to offer:

- An exciting and relevant curriculum to the children's age and stage of education
- A link where possible to local history (particularly in key stage two)
- A sense of chronology and the ability to link to other events happening at the same time nationally or internationally as well as to see the impact or legacy of what events happened prior to the period they are studying
- a good range of declarative knowledge (knowing a lot about events and people in history)
- progressive with regard to procedural knowledge (knowing how to find out about the past and how to interrogate sources)
- the increasing ability to compare and contrast across periods of time or people.

Our history curriculum is designed so that children in Lutley will carry out a **local study** each year. This links back to our intent that children feel proud about Halesowen and the Black Country and the rich heritage and legacy of events that happened here. For example, the impact of the invention of the steam train by Thomas Newcomen (a local inventor) was significant both nationally and internationally. Children will develop a good knowledge of key places and people in their local areas from the past, and develop an increasingly sophisticated understanding of how historians find out about the past using a range of sources.

In addition, children study an aspect **The Gun Powder Plot** and **Remembrance Day** each year. These studies are significant for our children as there is a landmark in Wall Heath, in Dudley, which is integral to the story of the Gun Powder Plot. In order to ensure that children appreciate the impact of World Wars on the country, a different aspect will be taught as a focus each year– see page 12-14. As many of our children attend Scouts or Girl Guides, it was important for us to include a study on the Scout Movement to the war effort in both World Wars. As above, children will develop a good understanding of key people and events during both of these studies and develop an increasingly sophisticated understanding of how historians find out about the past using a range of sources.

Essential Characteristics in the Subject

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Threshold Concepts

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.



Lutley 
Primary School

History in the Early Years Foundation Stage

Developing Early Historical Skills

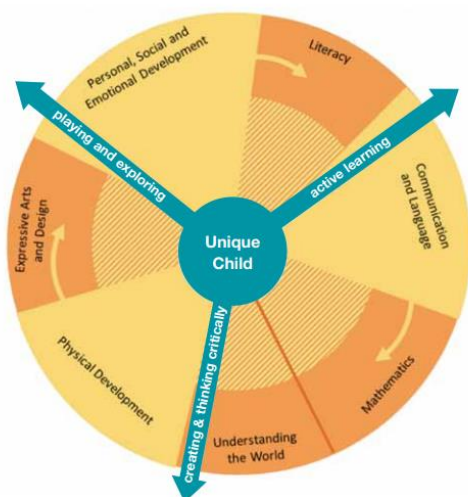
Developing Early Historical Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of history in our EYFS:

ELG 13: Understanding the World: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



Lutley 
Primary School

History and the National Curriculum

History and the National Curriculum: Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 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].
- 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].
- Significant historical events, people and places in their own locality.

History and the National Curriculum: Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- 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.



Lutley 
Primary School

Implementation of Whole School History Programme of Study

Lutley Primary School's History Programme of Study

	Autumn	Spring	Summer
EYFS	<p>ELG:13 Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Topics All about me and families Who am I? (Past and now) How can families change? Celebrations</p> <p>My Locality What do people celebrate at this time of year? (Christmas and Diwali)</p> <p>Remembrance Gun powder plot</p>	<p>ELG:13 Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Topics All around the world Where have I been? What do people wear around the world? (Traditional dress from the past)</p> <p>Growing In what ways have I grown?</p> <p>St. George's Day</p> <p>*Family past and present continues across the year</p>	<p>ELG:13 Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Topics Growing In what ways have I grown? How will I change? (Grandparents comparison)</p> <p>Into the woods In what ways can we care for our environment? (Comparison to the environment in the past)</p> <p>*Family past and present continues across the year</p>
Whole School Focus	<p>Remembrance</p> <ul style="list-style-type: none"> Armistice Day – Who do we remember? <p>Gun Powder Plot</p> <ul style="list-style-type: none"> What is bonfire night and what do you do on bonfire night? 		<p>Local History Study</p> <p>Significant historical events, people and places in their own locality. NC KS1</p> <ul style="list-style-type: none"> History of the school- inviting in visitors who came to Lutley as a child, ex-staff and head teachers of Lutley, teachers who have worked here over many changes. Look at school log book and photos.

Year 1	<p>Changes within Living Memory. NC KS1</p> <p>History of me and people I know. Aspects of change in national life within living memory - Toys</p>	<p>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. NC KS1</p> <p>Christopher Columbus and Neil Armstrong - Comparisons</p>	
Whole School Focus Year 1	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day – Why do we wear a poppy? <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • Why do we have bonfire night? 		<p>Local History Study</p> <p>Significant historical events, people and places in their own locality. NC KS1</p> <ul style="list-style-type: none"> • History of Lutley – How have houses changed in the local area? How did Lutley and Brookwillow get their names? Land use over time.
Year 2	<p>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. NC KS1</p> <p>Rosa Parkes and Emily Davidson - comparisons</p>	<p>Events beyond living memory that are significant nationally or globally. NC KS1</p> <p>The Plague The Great Fire of London (historical sources and Samuel Pepys)</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. NC KS1</p> <p>Significant historical events, people and places in their own locality. NC KS1</p> <p>Thomas Newcomen – Invention of the steam engine (Industrial Revolution) Visit to the Black Country Living Museum</p>
Whole School Focus Year 2	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day – What does armistice mean? Knowledge about different coloured poppies. Animals in the war. <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • Remember, remember poem- discuss the poem and we should never forget the 5th November. Focus on vocabulary of treason and plot. 		<p>Local History Study</p> <p>Significant historical events, people and places in their own locality. NC KS1</p> <ul style="list-style-type: none"> • Nail Making – A town of Nailers (link to industrial revolution)
Year 3	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world. NC KS2</p> <p>Ancient Greece</p>	<p>Changes in Britain from the Stone Age to the Iron Age. NC KS2</p> <p>Changes from the Stone Age to the Iron Age</p>	
Whole School Focus Year 3	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day - Children at War <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • Timeline of events of the plot. 		<p>Local History Study</p> <ul style="list-style-type: none"> • William Shenstone and Leasowes Park. A Halesowen Man – his life and home.

Year 4	<p>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. NC KS2</p> <p>The Ancient Egyptians</p>	<p>The Roman Empire and its impact on Britain. NC KS2</p> <p>The Roman Empire</p>	
Whole School Focus Year 4	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day – How did the scouts support in the war? <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • Who were the significant people at the time? Focus on royals and also those who conspired and why. Local history link – Holbeche House Kingswinford. 		<p>Local History Study</p> <ul style="list-style-type: none"> • The Fox Hunt
Year 5	<p>Britain's settlement by Anglo-Saxons and Scots. NC KS2</p> <p>The Anglo-Saxons and the Scots</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. NC KS2</p> <p>The Vikings and Anglo-Saxon struggle for England</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. NCKS2</p> <p>The Victorians</p>
Whole School Focus Year 5	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day – Women at War <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • Impact of the plot on religion 		<p>Local History Study</p> <ul style="list-style-type: none"> • The rise and fall of coal mining in Halesowen. Link to Victorians and Industrial Revolution.
Year 6	<p>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. NC KS2</p> <p>The Ancient Maya</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. NCKS2</p> <p>Achievements and Legacies</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. NCKS2</p> <p>Achievements and Legacies continued</p>
Whole School Focus Year 6	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day – Similarities and differences between cause and effect of the two world wars and lessons learned. <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • What is parliament? What is monarchy? In what ways did the monarchy and parliament influence the plot? 		<p>Local History Study</p> <ul style="list-style-type: none"> • Boggs Farm – change of land and area over time.



Lutley 
Primary School

**Implementation of Whole School
History Programme of Study**

Progression of Skills

Progression of Skills – Threshold Concepts

At Lutley, we aim to develop the following concepts through the progressive teaching of historical knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

- **Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

- **Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

- **Understand chronology**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

- **Communicate historically**

This concept involves using historical vocabulary and techniques to convey information about the past.

Progression of Skills - Investigate and interpret the past

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>L.O. Can I investigate and interpret the past?</p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.

Implementation

Progression of Skills - Build an overview of world history

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>L.O. Can I build an overview of world history?</p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p>	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Implementation

Progression of Skills – Understand Chronology

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>L.O. Can I understand chronology?</p> <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.

Implementation

Progression of Skills – Communicate Historically

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>L.O. Can I communicate historically?</p> <p>This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation’s history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ change ○ chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ chronology ○ continuity ○ change ○ century ○ decade ○ legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

Approaches to Teaching and Learning in History

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- At the beginning of each unit of history taught, children will explore the following questions: What is history? What is a historian? In what ways can we find out about the past?
- Children will also have the opportunity to learn about significant historical figures and events during whole school assemblies. For example, Martin Luther King during Black History month.
- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will be set out as threshold concepts and milestones for each Key Stage.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics and Computing skills.
- The study of each historical period, significant event or significant person in sufficient depth to obtain genuine insights into life in the past and how significant events and people influenced the world we live in today.
- The effective use of a range of historical sources including: artefacts, documents, books, photographs, pictures, statistical data, videos, computing software and a range of websites to find out about the past.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of history. This will include objective and question led learning, observation and recording, class and group discussion, role play, teaching of specific knowledge and retrieval practise activities.
- The opportunity to develop a respect for historical evidence and to encourage critical and robust use of it to support explanations and judgements of events or people in history.
- To use historical knowledge to support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The use of enrichment opportunities such as museum trips, visits to school from historical drama companies, trips to historical sites, interactive visits, artefact loans and the use of the local area.
- Developing pupils' ability to think, reflect, debate, discuss and evaluate the past by formulating questions and lines of enquiry in order to understand that the past is interpreted in different ways.
- Enabling pupils to develop an overview of world history by drawing links between ages, significant events and significant people including an understanding of chronology, change and causation.

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Threshold concepts for this subject cover each phase (KS1, LKS2 and UKS2), these concepts form the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.
- Learning objectives are shared with children each lesson and displayed in children's books.
- Threshold concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the threshold concepts for later year groups.
- Children are given a context through which they can explore each learning objective.
- Progress milestones for each threshold concept are used to inform and create steps of success, which are referred to throughout lessons.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include dates, timelines, diagrams, maps, key vocabulary, essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- Teaching is focused on input, experiences and activities which promote the development of each threshold concept so that children can achieve the milestones specific to their phase.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective and how deeply they have understood the objective based on their success against the steps of success.
- Teachers' feedback should directly relate to the learning objective for the lesson, using the steps of success to give specific ways in which the child has been successful by indicating WWW – What Went Well, EBI – Even Better If, NS – Next Step or GT – Gap Task.
- Children are given the opportunity to assess their own and others' progress against the steps of success and learning objectives. This may be recorded in books or done verbally.
- All Gap Tasks should be meaningful and purposeful and linked to small next steps for progress. They should be scaffolded where necessary.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Teachers' judgements will also be informed by P. O. P. Tasks (Proof of Progress Tasks) which directly relate to the learning in that unit of work
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught, using the unit's knowledge organiser as a basis for questioning.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, threshold concepts and progress milestones.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.

Implementation

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective lesson planning and management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The appropriate deployment of resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in history to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Reading in History

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in history through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- The ability to think, reflect, debate, discuss and evaluate the past.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources

Implementation

SMSC and Rights Respecting in History

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. History naturally provides rich opportunities for learning about the convention and there are clear links with global citizenship and sustainable development. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of History to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

Using Skills Builder in History



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

Implementation



Lutley 
Primary School

Evaluating the Impact of our History Curriculum

Subject Leadership in History

Subject leadership tasks include:

- Leading staff meetings/ organising experts and guest speakers to staff meetings in order to facilitate and deliver staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Implement knowledge organisers in their subject and through book monitoring cross reference to the outcomes.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate 'bring and brag' opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations. These typically would take place after a member of staff had recorded themselves teaching using IRIS. An identified coach would then pose some coaching questions to support the member of staff to improve their own practice.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
Share what the assessment information tells them about the quality of the curriculum.

Subject Leadership Files

In a history subject leadership file:

- Subject leader action plan.
- Portfolio of children's work.
- A curriculum overview establishing coverage and depth.
- An effective Action Plan that is targeted to specific aspects of pupils' learning.
- Book scrutiny outcomes and the next steps linked to this.
- Examples of impact that the leader has made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups...
- Gifted and talented/more able provision.
- Pupil attitudes and pupils' targets from pupil voice.
- Resource requirements and resource ordering.
- Educational visits/specialist visitor provision across the school linked to the subject.
- Lesson observation outcomes, providing a framework for developmental observation.
- Monitoring schedule.