



St. Merryn History Curriculum Overview

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1. Rationale for the curriculum, including the purpose and the key ideas

At St Merryn we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Each curriculum subject is based on our school vision statement, Bright Futures Built on Firm Foundations. The intent of the curriculum at St Merryn is that pupils are driven by the 3 Curriculum Drivers of:

- Resilience (Independent learners who thrive on a challenge)
- Reach (Happy inspired learners who love learning)
- Reflectiveness (Developing a sense of self and of the world beyond their own)

History is about real people who lived, and real events which happened, and this engages pupils in asking questions about people and events in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. Knowledge of Britain's past and the wider world can help them to understand the present and prepare them for the future.

Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationship between different groups, which can help them understand more about themselves as individuals and members of society. What they learn can influence their decisions and personal choices, attitudes, and values. Our history curriculum also encourages children to gain a sense of their own identity by looking at history within our locality. We encourage our children to build on previous knowledge that they have been taught before and develop a historical understanding of events over time.

The wider benefits of history should also equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. In history, pupils can find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, filter through evidence and argue their point of view – all skills that are valuable in adult life.

The intent of the history curriculum at St. Merryn is to equip pupils with knowledge about the history of Britain, know and understand about significant aspects of the history of the wider world such as ancient civilisations They will also learn about changes in living memory and beyond living memory, study the lives of significant people in the past, understand about historical enquiry and be able to ask and answer questions about the past.

2. Subject planning, delivery, and assessment

Planning

- St Merryn School has regard to the National Curriculum and has developed a two-year rolling plan to ensure coverage of National Curriculum requirements.
- Access to Collins Connect, Key Stage History and the Historical Association website for support and example schemes of work.
- History lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work and rolling curriculum programme at the Early Years Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.
- A curriculum map and curriculum provision map are in place to show the progressive stages the children access as they move through the school.

Delivery

- The delivery of the curriculum has regard to the knowledge and skills stated in the National Curriculum.
- We have access to the Historical Association, Key Stage History and Collins Connect as well as example schemes of work to support planning and delivery.
- Units are planned to include specific key questions which are focused upon factual, conceptual or debatable content.
- Each lesson is supported by a thorough pedagogy and links to the whole school approach of I, We, You approach of teaching and learning.
- We follow an enquiry-based model, and each lesson begins with a question to engage the children. During and at the end of the lesson it is referred to and checked to see if the lesson has enabled the question to be answered.
- Children will be offered the learning objectives/enquiry question and success criteria which are visible throughout the lesson.
- Knowledge organisers are used which follow the 5 Ws (What, Why, Which, Where, When), approach and include any key vocabulary. These enable children to have access to key knowledge and vocabulary at any time.
- Key vocabulary will be introduced to children and modelled throughout the lesson by teachers to promote accurate use and understanding with the aim that children begin to use this vocabulary as well.
- There is an expectation that children think like 'historians' – using the key vocabulary and interpreting evidence. This is known as disciplinary knowledge and supports the acquirement of subject knowledge.
- Knowledge from previous history learning and other subjects is referred to wherever appropriate.
- Each lesson will provide the children with an opportunity for self-assessment against the lesson objectives.

Assessment

- St Merryn school uses formative and summative assessment within history.
- At the beginning of a new history topic, pupils are asked about their previous knowledge, and this gets recorded in class-based floor books. We describe this as a 'knowledge collection'.
- Within each lesson, children are encouraged to make judgements on how they can improve their work according to the lesson objective and success criteria as well as

give critical feedback to peers. Teachers make formative judgements and give oral or written feedback as necessary to inform future progress.

- On completion of a piece of work, teachers assess and make a judgement about the work of each pupil with regard to the National Curriculum objectives and progression statements. Children are encouraged to self-assess what they have learnt and how they can improve their learning.
- With the inception of Otrack, St Merryn are also trialling the use of Otrack systems and curriculum statements in order to complete formative assessments of the children's attainment.
- At the start of a unit, post-it notes are used to write down pupils' responses to what they already know about the topic/theme.
- At the end of a block of teaching in KS2, we create a blank knowledge organiser removing answers to the key questions (sticky facts) and pupils complete this as an open book paired 'quiz' which completes an 'end page' to the unit.
- Sticky facts quizzes take place at the end of unit.
- 'Sticky facts' quizzes are then used via Microsoft Forms (KS2) to enable assessment from a distance (previous half terms teaching) to assess the pupil's ability to remember key points.

3. A clear rationale for the curriculum, including the purpose and the key ideas

- See point 1. curriculum rationale.
- The development of this curriculum has taken place within school to ensure the acquisition of knowledge and skills which enable pupils to enquire, research and analyse in history.
- Units of work have been chosen to have regard to the National Curriculum objectives and progression overview, allow for assessment opportunities and enable lessons to be taught that cover a wide range of historical knowledge and skills.
- An effective curriculum in History comes from a combination of sources, including working collaboratively with external practitioners and teachers, and membership of groups such as The Historical Association.
- Throughout the subject, the National Curriculum objectives (2014) are at the core of the pedagogy and curriculum design.

4. Monitoring and evaluation of intent, implementation and impact of lessons

Monitoring and evaluation of intent

St Merryn are dedicated to maintaining an up-to-date stance with the development and implementation of the curriculum content. Therefore, it is important to St Merryn that we seek and utilise the most recent information from:

- The Historical Association website
- KTSA Lead meetings – Termly
- Ofsted updates
- Publications
- Kernow Learning Leads Teams area
- Networks including social media
- Teach Meets

Monitoring implementation and impact of lessons

Subject leadership time is allocated to allow for the subject leader to carry out learning conversations and planning scrutiny to ensure that the above curriculum delivery is followed as per this document and the subject policy. Subject leaders carry out frequent book looks and undergo pupil conferencing to ensure plans are being followed correctly and check pupils' understanding and retentions of knowledge.

Impact of lessons will be monitored by teachers formatively throughout a unit of work. Teachers can be supported by the subject leader in order to aid the impact of lessons where required. At the end of units, teachers and the subject lead can assess the impact of teaching and make action plans as appropriate. This may include supporting teachers, evaluating lesson plans used or the resources of the school.

5. Action plans related to whole school SIIP (School Improvement and Impact Plan)

See the [Action plan](#)

6. Connectivity: a statement on how the subject works alongside other subjects

Connectivity runs throughout each element of the curriculum at St Merryn. We are benefitted by the richness of our Cornish heritage.

Where possible and appropriate, connections can be made between other subject areas and History for example:

- English through debate, creative and factual writing (story writing, information texts, debate and discussions)
- English (and all other subject areas) using new vocabulary that is encouraged.
- Application of number (dates, sequence)
- Problem solving (evaluating sources of evidence)
- Computing Skills (researching and recording ideas including Ipads and computers)
- Jobs that people do and their influence on the world around us. i.e well known archaeologists and researchers – for example, Howard Carter, but also people who have changed history e.g. Nelson Mandela.
- Our school rules and virtues (creativity, curiosity, knowledge, perseverance, pride and respect)
- Assembly topics (Historical events e.g. Remembrance Day, Bonfire Night and D-Day, also significant people e.g Nelson Mandela Day). This may include books/stories chosen by students and staff with their responses and feelings about the subject.
- Films and/or TV programmes.
- Places visited (Historical e.g., Pudding Lane in London, Olympia in Greece, stadia or museums, the local area, historic sites etc.) This is particularly important in considering the richness of our Cornish heritage.

7. Budget

The history budget is overseen by St Merryn's Executive head, Head of School and School LAB members. The curriculum lead can complete a requisition form for particular resources

that are needed. The spend, as is the curriculum, is focused on enabling the success of the History action plan and curriculum.

8. Local Authority Board (LAB)

At St Merryn LAB members work together and share time between subject areas. At reviews points set out across the year, governors will be consulted with regards to all aspects of the History curriculum using this document, and subsequent updated versions, as an agenda to provide focus points for discussion.

During subject area discussions, the subject leader will compile a presentation to update the governors on the position and direction of the subject area. Also, it will include updates from learning walks, book looks and pupil conferencing.

9. Risk assessments

In light of COVID-19 St Merryn have followed government advice and have adhered to the class safety specific rules as well as national restrictions.

Currently, History in St Merryn is covered by the school risk assessment.

Here is a summary of key points:

Each bubble has their own resources.

Cross-bubble contamination is eliminated by the curriculum subjects being shared between bubbles. For example, if one class uses historical sources they are cleaned if appropriate or quarantined for 72 hours before the next class can use them.

In the instance where by equipment is used by another class, all staff understand the 72 hour quarantine rules in place.

Off-site visits and peripatetic staffing

For off-site visits risk assessments will always be sought, reviewed and approved by Exec. Head, Head of School and Subject leader before any trips can go ahead.

Relevant risk assessments will be kept in a folder on the Staff shared drive/Assessnet and also a paper copy will be taken on the relevant trip with the off-site trip leader.

10. Peripatetic staffing and non-teaching staff

Peripatetic staff are permitted to work within the school setting again following the outbreak of COVID-19.

All staff who plan to teach lessons in school will have to provide the appropriate lesson planning and risk assessments to the subject leader so that these can be added to the subject profile. All organised external teaching will only be approved when the knowledge of the curriculum adherence is sufficient.

History shows/visitors

History shows/visitors combining storytelling, re-enactments, interactive elements, artefacts and other sources. School staff are always present during performances.

11. Examples of pupils' work

Work scrutiny is carried out by Senior Leadership Team and the History co-ordinator to monitor:

- Consistency in curriculum delivery
- What is being taught and when through scrutiny of planning and book looks and pupil conferencing
- Evidence of progression
- How subject matter is taught and learned (from the perspective of how learning is structured to allow for efficient and meaningful acquisition of new knowledge)
- Whether and how pupils consolidate knowledge that remains in their long-term memory

12. Extra-curricular activities.

Our extra-curricular activities provide opportunities for the children to explore history, our Harvest Festival in the Autumn Term and Arts Night in the summer term often link to themes we have covered in History, including local history such as mining. We learn about local traditions including the history of May Day and St Piran.

Previously we have had guest speakers from the local area to talk to us about their experiences of World War II and evacuation. We transformed the school into an array of places when learning about the war, including a hospital, train station, village shop (with rationing), farm kitchen and munitions factory.

13. EYFS: how the subject is working to the standards set out in the EYFS framework

In the Early Years Foundation Stage (EYFS) we have adopted the new early learning goals framework.

History interweaves through all areas of learning and development in EYFS and it is an integral part of the learning covered throughout a child's journey in Nursery and Reception.

During EYFS children listen to stories, ask how and why; use the past, present and future tense; talk about the past and present in their own lives and the lives of family members; recognise similarities and differences between families and traditions, objects and materials; and role play and make up stories. There are many opportunities here for children to find out about the past. Learning and development will cover some of the 7 key areas of learning within the Early Years Foundation Stage.

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics

- Understanding the world
- Expressive art and design

14. EYFS – information on outdoor play facilities

Our outdoor areas provide many opportunities for the children to explore and develop their history skills from re-enacting significant events in history and role-playing people from history during free choice, to playing games from the past and looking at photographs of the school in the past and talking about the similarities and differences they can see.