

Curriculum Intent Statement for History

In History, carefully planned sequences of learning allow the children to develop lasting knowledge and skills over the course of their time at Springmoor Grange. The curriculum is dynamic and is adjusted in line with the needs and views of learners, with continuous professional development ensuring that staff are equipped to deliver an evolving curriculum. Each element of our well-structured lessons makes efficient use of new and reviewed understanding, allowing the personalised progression of individual children to be evident as they move through the school.

Opportunities to formulate and present views and opinions are embedded within the curriculum, as well as site visits and the use of websites and available links which extend learning beyond the classroom, develop pupils who are articulate, thoughtful, respectful, well rounded global citizens. These experiences and sources help to create language rich classroom environments, which extend the vocabulary of children, support being provide to SEND children through the use of word banks and Teaching Assistant support. Additionally, these first-hand experiences are used to stimulate learning across the curriculum, for example by providing opportunities to produce contextualised extended pieces of writing.

Springmoor Grange develops a growth mindset amongst the pupils by challenging the children with more complex ideas in Upper Key Stage 2 History and also provides the opportunity for the children to develop resilience and a growth mindset through challenge and verbal and written feedback.

History is used to foster a love of reading as the children are presented with a range of different texts and sources. Opportunities to read texts exist outside of formal lessons through access to reading areas within the classrooms and Accelerated Reader. The Modern British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted through the learning about a range of cultures and traditions. Enquiry based learning through the posing of key questions is utilised to develop the children's confidence and self-esteem, encouraging the children to have well informed opinions, to view the world in a respectful manner and to be curious about the world in which they live.

This begins with our youngest children in Reception, as they begin to ask and answer questions about the world around them. Through discussions about significant people in our lives, they can begin to show an understanding of the way in which these individuals impact our lives, both now and from the past. Our students will be able to recognise and talk about the similarities and differences that they know between the past and now, using their own experiences to support their ideas.

Our Year 1 and 2 pupils will make clear use of these experiences to identify the key differences between their own lives and those of their grandparents, looking for

instances of change across time. This will support them in their observations of how our local area has also changed over time and where key events can be placed on a recognisable timeline.

Sorting of objects and artefacts will allow children to demonstrate a good understanding of the value of historical sources as they begin to use these to create and answer their own questions. Through this, our children will be able to name a famous individual, either local or from outside the UK, and give reasons for their notoriety.

Children reaching the end of Years 3 and 4 will be able to identify the features of the Stone Age, Bronze Age and Iron Age and explain the differences between these. The study of the settlement of Britain by the Anglo-Saxons makes clear links to the formation of the counties of the UK that we know today, as well as signposting the progression of British history on a timeline. An overview of the Ancient Greeks provides opportunities to discuss how this group has influenced our lives through the creation of key concepts, such as Mathematics and Democracy. This can then be developed further through a comparison with the Roman Empire, and the impact that we can observe on modern Britain. The accumulated knowledge will then support our students in a comprehensive overview of world dynasties, including an in-depth study of Ancient Egypt.

Our students in Years 5 and 6 use the cumulation of skills and knowledge to draw comparisons between Victorian Britain and the impact that the era has had on areas such as industry and social care. They will draw upon previous studies of the settlement of Britain by the Anglo-Saxons to investigate where the Vikings emerged from and their reasons behind the continuing conflicts between the two groups. The changing role and perception of leadership and monarchy builds upon our knowledge of key dates on the timeline, which can then be contrasted with our awareness of Ancient Benin and their role in world history.

