

# Curriculum Subject: History



**Intent** *The more you know about the past, the better prepared you are for the future - T. Roosevelt*

Opening Worlds is a knowledge-rich humanities programme for teaching history, geography and religion. Our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge. Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to storytelling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage learners and create purposeful, high leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills. Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum. The curriculum is characterised by strong vertical sequencing within subjects so pupils gain fluency in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting.

## Learning Expectations

- Start each lesson 'Ready to Learn'.
- Choral rehearsal of new vocabulary by hearing it and saying it aloud.
- Use of talk partners.
- Giving full sentences for every answer.
- Collaborative learning

## Vocabulary

Children are introduced to new tier 2 and 3 vocabulary each lesson which they practise orally, by listening, reading and writing.

New vocabulary is displayed in **bold** font and on classroom displays so children have multiple opportunities to practice and learn.

Overviews identify new vocabulary and children are expected to use appropriately during each unit, making links to build schema across the subject and beyond.

## Expectations

Children will:

- Use the disciplinary concepts of continuity and change, cause and consequence, similarity and difference, and significance, in order to make connections, draw contrasts and analyse trends.
- Practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, gain familiarity with diverse primary sources that the past leaves behind and discern how and why subsequent arguments and interpretations of the past have been constructed.
- Support literacy through the acquisition of knowledge and vocabulary, reading and comprehending unit textbooks and extended speaking and writing outcomes.
- Know about significant historians and their influences.
- Have an understanding of local history.
- Meet the end of Key Stage expectations for the National Curriculum.

## Wider Opportunities

- Whole school curriculum utilising high quality teaching and resources.
- Historian workshops to inspire and enhance children's learning experiences.
- Enrichment trips organised to local museums, educational centres and landmarks.
- Whole school displays to showcase progression across the school.
- Collaborative projects to celebrate and encompass school values.

## Adaptations

- Adapted lesson structure (e.g. more paired discussion/mini plenaries)
- Individual support by teaching staff.
- Specific seating to support sensory/learning need.
- Word banks/visual supports.
- Adapted resources.
- High expectations of all learners, regardless of ability or need.

## British Values

### Tolerance and Mutual Respect

Respect to be demonstrated when sharing opinions and ideas. Working collaboratively with respect when completing lesson activities.

### Rule of Law

Health and safety understanding when using media and equipment. Demonstrate our school rules in each lesson.

### Democracy

Teaching of democracy historically as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.

Consideration of other historian's views and opinions which exemplify diversity in race, gender and heritage.

### Individual Liberty

Enabling uniqueness and creativity to be embraced and celebrated, encouraging individuality and children being their authentic selves.