

## History at St Osmund's Middle School

### Curriculum intent, implementation and impact

This document is designed to give you an overview of History at St Osmund's in terms of expectations and routines and the curriculum intent, implementation and impact.

#### Expectations and Routines

##### **During Lessons**

- ✓ The date (ideally top left), title (learning question) and subtitle 'Starter/DNA' need to be copied into students' books and underlined using a ruler.
- ✓ Focus on presentation - handwriting, underlining, drawing in pencil and labelling in pen. All exercise book covers need to be free from doodling.
- ✓ Key words and vocabulary to be written on the board each lesson.
- ✓ Each lesson has a starter activity - you can use this or create your own. Make sure that regular key word activities are also part of your teaching.
- ✓ Recall of previous learning should be embedded within your lesson.
- ✓ Purple pens, highlighters and dictionaries need to be accessible to the students each lesson.
- ✓ If highlighters are used, they should be only used to highlight, not to write with.
- ✓ Students use purple pens to self and peer assess, write spellings out three times in the margin and to respond to dialogue.

##### **Assessment**

- ✓ Targeted questioning
- ✓ Use of mini whiteboards
- ✓ Regular routine quizzes, tests and exercises to build memory
- ✓ Live marking and use of a visualiser
- ✓ Peer and self-assessment
- ✓ Whole class feedback - teacher to keep a copy. A pupil friendly copy to be glued into pupils' books
- ✓ End of unit summative assessment (should be handed back within a week where possible)
- ✓ Revision lesson including mind-mapping prior to each assessment task and used for students to revise from at home
- ✓ Use of knowledge organisers for recall and revision
- ✓ Subject meetings and learning walks to complete book scrutiny and to moderate assessment tasks.

##### **Curriculum Development**

- ✓ Regular review and discussion
- ✓ Send the SL any resources that are created and have proved effective. The SL will incorporate them into the relevant SOL.

- ✓ Whole class and teacher evaluations at the end of each unit to effectively review the content and activities.
- ✓ Subject meetings will promote the sharing of good practice

## Curriculum Intent

### **Subject design**

History in KS2 is designed to deliver high-quality lessons which are knowledge-rich, engaging and challenging for all.

The programme of study at KS2 continues to develop chronology and progresses from prior knowledge gained at first schools. Pupils should have a deep understanding of both the sequencing of periods of history and have a clear sense of characteristics of each period. They should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Pupils should know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires and characteristic features of past non-European societies. Pupils should be developing a range of historical terms in their appropriate context; makes links between events and changes within and across different periods and societies. History lessons will develop pupils' second order historical skills, including (but not limited to) - source analysis; interpretations and representations; cause and consequence; continuity and change; similarity, differences and significance.

The curriculum spirals into KS3 where pupils extend and deepen their chronological awareness; historical concepts are revisited and built upon, key skills and concepts are explored in a more sophisticated way. Pupils learn and remember 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. Lessons should be active, engaging and motivating, ensuring that pupils gain a mature and informed historical perspective of their world.

### **Reflecting our school values**

History in St Osmund's should inspire our pupils with a curiosity and fascination about the past. We aim to empower students with knowledge about diverse places, periods of history, and gain historical perspective, together with a deep understanding and empathy of others. To know and understand how people's lives have shaped this nation and how Britain has influenced, and been influenced by, the wider world in order to prepare our pupils to be global citizens for the future.

## **Progression through the curriculum**

The curriculum is currently being reviewed to ensure greater depth and coverage of historical skills, as it moves from a literacy approach, to a distinct subject. The KS3 units include challenge of GCSE standard.

The curriculum includes regular opportunities to assess student progress. It is designed to build skills and knowledge and to recall previous knowledge to maintain progress of all aspects of History.

Success is a class who have an intrigue about the world - locally and globally; they have gained and developed skills and are becoming confident historians. Their books should demonstrate this progress. Moderation in DASP and subject meetings, considering prior attainment, should demonstrate that students at St Osmund's are in line, or exceeding, expectations of progress.

Knowledge organisers are one tool for regular home learning which is based on recall.

## **Curriculum Implementation**

### **Equality of opportunity**

Through studying history at St Osmund's, pupils should obtain the necessary cultural capital to become well-informed and knowledgeable citizens. The curriculum has been carefully designed and can be accessed by all learners. SEND students are supported with literacy where necessary. Knowledge organisers have proven to be a useful tool to help all students in lessons and at home.

Our 'spiralled' curriculum develops the History skills and knowledge through the four years. **See History programme of study.**

## **Curriculum Impact**

### **Ensuring student progression**

Second order concepts are integral to History teaching and learning. These include, but are not limited to, source analysis; cause and consequence; change and continuity; significance and communication of historical knowledge.

The curriculum is continually revised to challenge misconceptions and to ensure that concepts which are hard are taught well. Topics are revisited and built on through the four years in a scaffolding approach to learning.

Underperforming students are identified in each class. Subject teachers offer support which is mainly in class along with peer support which is evident in seating plans. PP children are supported in class and are financed to enable them to take part in trips.

### **Additional opportunities to learn**

Local studies and trips are part of the curriculum; these include a Year 5 trip to the Tutankhamun museum when studying Ancient Egypt and another Year 5 trip to the Shire Hall museum whilst studying the Tolpuddle Martyrs - a local study (following on from post 1066 - *Crime and Punishment*).

Half termly home learning opportunities are research-based, offering the students more creative ways of demonstrating what they have learnt. These are then shared in a 'show and tell' which enables students to learn from each other.