



History curriculum intent

At Birklands Primary School, we believe that developing:

- Independent learners
- Creative thinkers
- Socially confident and responsible citizens
- Cultural knowledge

will provide our pupils with the positive powers to make a difference in their lives and break the cycle of deprivation.

The impact of this is that through the teaching and learning of History we:

- Develop and nurture curiosity and inquisitiveness by posing each theme/ lesson as a question.
- Provide all children with opportunities to develop a deep understanding of the world around them, acquiring specific skills and knowledge to help them to think like an historian.
- Develop rational thinking and encourage children to not just accept things, the need for evidence is key.
- Encourage creative thinkers when researching, investigating, exploring and experimenting possible answers/solutions to the question.
- Ensure that all lessons are interactive, encouraging peer talk, investigation and questioning preconceptions.
- Raising aspirations by immersing children in new knowledge and experiences, showing them that this subject opens up opportunities to a multitude of careers they may not have previously considered.
- Develop determination, resilience, self-motivation and reflective thinking by actively highlighting how historians approach their work and research
- Ensure that knowledge and research is linked to wider understanding of the impact historical events/ people have had on society/culture/ people today.

As a school, we have agreed that History coverage will be taught as a block unit of work to enable deeper thinking and broader understanding. Our history curriculum will provide excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in local/ national/ international pasts. We have devised a history scheme that intertwines knowledge, skills and vocabulary specific to history and that each unit builds on the previous. We feel that by not always following the suggested themes of the National Curriculum for History, we are allowing our children to be more ambitious. This is because our children have little life experiences so we have made our current themes taught in a two year cycle, more relevant to the children. This then allows our children to think more about the impact of these events, making them think like a historians.



Units of work and lessons are planned and delivered in accordance with Rosenshine's principles of instruction. The knowledge should therefore be memorable and transferable.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Daniel Rosenshine who based these ten principles of instruction on research on how the brain acquires and uses new information.

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
www.how2.co.uk

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only holding a few bits of information at once. Build up your load – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rehearse, elaborate and elaborate on new material in order to store it in their long-term memory. More successful teachers build in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers rarely ask "Are there any questions?" No questions are not taken to mean no problems. Far from. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 90% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces new learning – a necessary process for new material to be recalled automatically. This involves no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to existing knowledge.

As a school, it has been agreed that each lesson will begin with a recap activity linked to prior learning. By interweaving prior knowledge, we aim to ensure that the learning becomes embedded.

Within each unit of work, it has been agreed that there will be a cross-curricular link with the text used, as part of the book journal approach, in English. This enables



opportunities for deepening knowledge and writing at length in other areas of the curriculum.

Each unit of work, within History poses questions that throughout their independent learning the children have to respond to. This will develop a sense of curiosity about the past and how and why people interpret the past in different ways. Children will be required to answer the posed question through a final product / post assessment.

Throughout each topic, we support our pupils progress and application of historical inquiry skills, asking perceptive questions, thinking critically, sift through arguments and develop perspectives and judgements.

Our History curriculum encourages our pupils to become more analytical when studying historical evidence. Staff use probing questions to ensure children can articulate and develop their independent thinking.

Throughout our history curriculum all groups of learners are encouraged to work collaboratively. Peer talk is used to support, evaluate and challenge their own and others' views. Debates and discussions are actively encouraged to evaluate the past by formulating / refining questions and lines of enquiry. To inspire this, each class has a display of key vocabulary that is on show and referred to throughout lessons and staff will ensure that pupils are encouraged to actively use this.

Units of work and lessons will use artefacts to develop historical understanding and encourage the use of vocabulary. In accordance with the History Association, children respond to what they can see, hear, touch and smell. Handling artefacts gives them the opportunity to engage with all their senses and invites discovery-based learning and enquiry. Children can develop their classification skills by grouping and sorting artefacts by size, colour, weight and shape. Placing the objects in chronological order on a time-line will develop early sequencing skills. Focused questions will help the children engage with what they see: what does this object remind you of? What do you think it is made from? Who might have used it? Is it handmade or machine made? Does it have any marks? What might they mean? This type of questioning will encourage discussion and develop key communication and vocabulary.

With formative assessment, classroom feedback and support, children are encouraged to move forward in their historical knowledge and understanding. Misconceptions are addressed throughout the unit of work and lesson using skilled questioning, pre and post assessment, enabling children to make good progress.