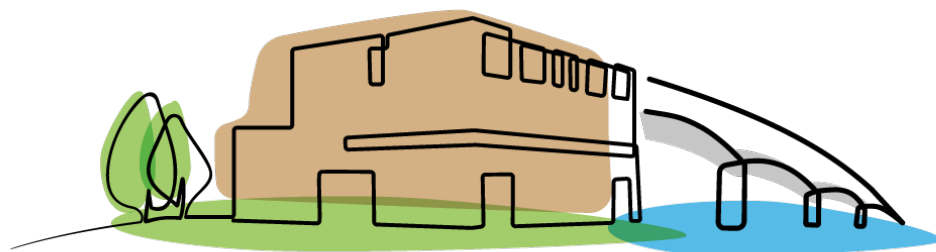


Valentine Primary School



VALENTINE
PRIMARY SCHOOL

History Curriculum



In partnership with Lion Learning Pathways



HISTORY CURRICULUM

Intent

At Valentine, the History curriculum has been designed to present pupils with knowledge and understanding of:

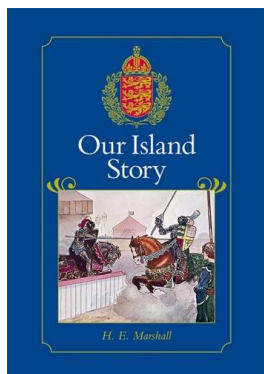
- **British history;**
- **Ancient Civilisation Study;**
- **Significant People;**
- **European and Non-European Study.**

Through chronological delivery and incremental knowledge-centred planning, pupils navigate the 'history pathway' to organise and build their understanding of the past.

The planning, amended from Lion Pathways, maps all objectives from the National Curriculum to ensure that progression is clear from EYFS to Year 6. Planning identifies how historical enquiry skills begin in the early years - through topics: 'all about me' and family study - and continue through to Year 6 and Britain's standing as a former empire.

Through lesson delivery, pupils are immersed in learning about the past through the lens of world history and history within the British Isles. This enables pupils to make comparisons, to understand significant events and to know more about the past.

A coherent narrative



Teachers present pupils with a narrative of significant events from the earliest times to the present day.

H.E Marshall's 'Our Island Story' underpins the agreed narrative used throughout the planning. It covers the history of England from the Roman occupation to the death of Queen Victoria in a way that is accessible to young readers.

Professional development for teachers, in history, focuses on telling the narrative in a compelling way to support pupils in understanding concepts such as: cause and consequence, similarity and difference.

Planning

At Valentine we know that presenting pupils with facts in a way that is disconnected and disordered leads to cognitive dysfluency. Pupils find it difficult to connect schema over time and this leads to knowledge deficits which can hinder progress at the end of key stages.

The curriculum for History is designed to introduce early British history in Key Stage 1. Lessons are ambitious but necessary to help children develop a coherent chronology of the past from an early start. Planning is very visual and cross-curricular links deepen pupils' knowledge and understanding - for example: learning about Mesopotamian artwork whilst studying the ancient civilisation in history.

The progression overview demonstrates our commitment to delivering a curriculum in history that exceeds the minimum expectations of the national curriculum. Ensuring that by the end of Key Stage 2, pupils begin their next phase of education with a firm grounding of the past.

Progression Overview:

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British history	Ice Age Stone Age Iron Age Celts	Romans in Britain Anglo Saxons Vikings	Plantagenets Black Death/War of the Roses Tudor Britain Elizabethan Britain	The Stuarts English Civil War Plague Great Fire of London Glorious Revolution	18 th Century Britain How Britain gained an Empire	Industrial Revolution 19 th Century Britain Victorians Britain's Empire
Ancient Civilisation Study		Mesopotamia Ancient Egypt	Ancient Greece China	Ancient Rome		South America
Significant People	Famous Explorers					
European and Non-European Study					American Revolution French Revolution Abolition of Slavery	US Civil War

Implementation

"We are not makers of history; we are made by history"

Dr Martin Luther King Jr

Experiential learning

Valentine serves a diverse pupil population and many of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study. Lessons begin with word banks and visual representations to support cognitive understanding.

Component lessons, in a unit sequence, end with a composite task. These range from:

- Creative tasks - such as creating a model of a defence castle in 1066.
- Immersive activities - such as Roman dining experiences and Empire Day celebrations.

- Drama based learning – re-enacting scenes from the history studied.
- Writing in role – pupils using their historical knowledge to write credibly in role.

As part of termly curriculum celebrations – the school opens for a morning and afternoon each term to host Valentine Great Exhibition.

Valentine Great Exhibition

At the end of each term, pupils are set home learning to create a piece of work to exhibit at the Great Exhibition. Our school hall is transformed into an exhibition venue where parents and carers are invited to see the product of learning.

Pupils may choose any subject and any component learnt within that term and a prize is awarded for the best showcase piece.

The aim of the exhibition is to support parents and carers in their understanding of our ambitious curriculum. Further, it enables pupils of all abilities to showcase their newly acquired knowledge in a format that best suits their own learning style.



The exhibition provides pupils with a platform to talk about and articulate their learning in History.

For families at our school, it provides a home learning activity spanning four to five weeks where pupils and parents can work together to produce an exhibit – bringing the classroom and home closer.

Assessing pupil progress in History

Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups. Reference is continually made to a timeline to underpin pupils' understanding of chronology and the current 'place mark' in History.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.

The Lion Pathways provide a composite assessment task at the end of each component unit. This combines pupil self-assessment with teacher assessment indicating how well pupils have progressed in the component unit.