



'Together we Flourish and Achieve'

Our Curriculum

History

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History Curriculum

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Intent

At Spaxton and Stogursey, our history curriculum exceeds the ambition of the National Curriculum by deepening pupils' understanding of local history and developing their ability to critically evaluate historical evidence.

By the end of their time at Spaxton and Stogursey, pupils think critically about the past, question sources with confidence, and actively engage in historical debate, equipping them with the analytical skills needed to interpret both history and the world around them.

At Spaxton and Stogursey, we believe that all children should:

- Experience a rich and diverse exploration of historical themes, events, and people, while making strong connections to our local history.
- Develop a chronological understanding of key civilisations and historical periods, investigating their technological, scientific, cultural, and artistic achievements.
- Examine the causes and effects of change, continuity across different time periods, and the significance of key people and events.
- Through active enquiry, use historical sources to question, interpret, and compare perspectives, understanding that history is always subject to interpretation.

This is underpinned by our school's curriculum intent which in turn is underpinned by the QET principles.

At Spaxton and Stogursey, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Spaxton and Stogursey are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond.
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our schools curriculum is bespoke and designed to meet the needs of the children in our schools. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively
- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

Implementation

At Spaxton and Stogursey, we teach in mixed-age classes and implement a 2 year rolling programme in Key stage 1 and a 4 year rolling plan in Key Stage 2. Reception are taught as a discrete group, to ensure a progressive and coherent curriculum. **It is imperative that it is understood that children will meet what is expected at the end of a phase rather than at the end of a year.** This is crucial in understanding our curriculum.

Our History Lead, has spent a significant amount of time carefully constructing supportive booklets which are rooted in the principles of the OfSTED research review series to ensure children engage with the subject disciplines appropriately, acquiring both substantive and disciplinary knowledge. Although units are sequenced, **teachers have autonomy to add or delete component parts to meet the needs of their classes.**

All staff use high-quality teaching and make use of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology to ensure a supportive environment for all pupils, without exception.

At the start of each unit, teachers use a range of assessment techniques to ascertain pupils' current attainment and skill level, and adapt planning where necessary. This continues throughout the unit, including addressing any identified misconceptions or misuse of vocabulary. At the end of the unit, teachers assess current skill and knowledge to inform future planning.

Outcomes for History at Spaxton and Stogursey

These statements show what we want children to know, understand and do by the time they leave our schools.

Know	Understand	Do
the different achievements of civilisations studied	technological, scientific, cultural and aesthetic achievements and their significance	Explain why those achievements were significant
the key developments and trends in the time periods studied and the impact of those changes	the positive and negative impacts of change	Explain causes and effects of change
how things have changed and stayed the same (continuity)	the reasons for change and continuity	Conduct enquiries into changes and their causes
some key people, events and periods in history	the significance of key people, events and time periods	Use different sources to grow knowledge of key people, events and time periods
where the time periods studied fit in relation to each other on a timeline	'the bigger picture' of what was happening in the world at different times	Order time periods on an overall timeline
some key dates of the periods being studied	AD and BC as a concept and key metric of chronology	Add and remember important dates to a timeline
key features of the time periods being studied	a wider range of key features and compare and contrast across time periods previously studied	Articulate what has been learned about key features of periods being studied
what different sources of evidence tell us about the time periods being studied	the significance of local stories and impact on the community	Visit and talk about local places of interest
the limitations of certain evidence	that despite our best efforts the full truth will probably never be known about the past and is open to interpretation	Interpret evidence including different viewpoints of the same thing being investigated (evidence, events, perception of person for example)

the local stories of our communities in greater depth	pros and cons of primary and secondary sources	Choose evidence for enquires for a purpose
that bias is useful in helping us to understand what was happening in the past.	people may have ulterior motives for telling a different version of events when it comes to History	Think critically about the content being presented and participate in rigorous discussions about it

History Overview

Reception

Autumn 1	Peek into the past
Autumn 2	
Spring 1	Adventures through time
Spring 2	
Summer 1	
Summer 2	

Key Stage 1

	Cycle A	Cycle B
Autumn 1	How am I making History?	What is History?
Autumn 2		
Spring 1	How have toys changed?	How was the school different in the past?
Spring 2		
Summer 1	How did we learn to fly?	What is a monarch?
Summer 2		

Key Stage 2

Four year rolling plan.

Units where prior knowledge is required are placed in the same cycle so that progression occurs within the cycle. We acknowledge that there will be some challenge for children as they are encountering British History units out of chronological order. Use of a timeline in the classroom will be important so that children have a clear understanding of where the time period being studied is on the timeline in relation to other time periods.

	Cycle A	Cycle B	Cycle C	Cycle D
Autumn 1	British History – would you prefer to live in the Stone Age, iron Age or Bronze age?	British History: Why did the Romans invade and settle in Britain?	What was Important to the ancient Egyptians?	British History: How hard was it to invade and settle in Britain?
Autumn 2				
Spring 1	British History – Were the Vikings raiders, traders or something else?	What is the legacy of the ancient Greek civilisation?	How did the achievements of the Ancient Maya impact on their society and beyond?	How Have Children's lives changed?
Spring 2				
Summer 1	British History – What was the impact of World War II on the people of Britain.	What does the Census tell us about our local area?	The Sikh Empire	British History: What was life like in Tudor England?
Summer 2				

Highlighted areas show where a more detailed study of the History of Stogursey/Spaxton/The surrounding area will take place.

Impact and Assessment

In key stage 2, at the beginning and end of each unit of work, children are assessed on what they know and what they would like to find out.

Impact of small steps are assessed during and after each lesson using a variety of AfL techniques. This allows teachers and TAs to identify individual children who need additional support and adaptive strategies putting in place. Key areas of misconception are prioritised through retrieval practice.

Inclusion

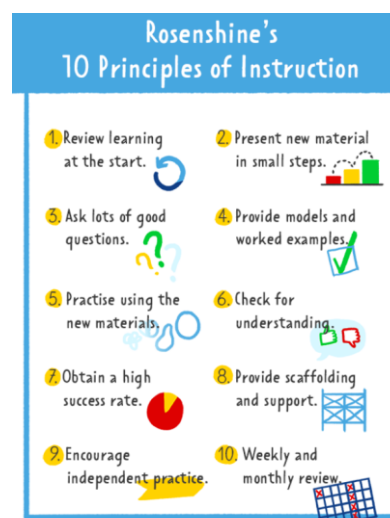
At Spaxton and Stogursey we believe that **All** leaders are leaders of SEND, and all teachers are teachers of SEND and as such is it our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.



These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.



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