



# Ringway Primary School Curriculum Statement History



The more you know about the past, the better prepared you are for the future – Theodore Roosevelt

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p><b>The school's leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their subject specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• Placing of the history being studied in the chronological context of previous learning, using the class timeline.</li> <li>• Brief review of learning covered in previous lesson/s.</li> <li>• Specific key vocabulary to be used and its definition.</li> <li>• Conduct Historical enquiry using a variety of sources and/ or artefacts.</li> <li>• Interpret their findings.</li> <li>• Communicate their historical knowledge and understanding appropriately.</li> <li>• Evaluate their learning and compare with other historical periods studied as appropriate.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed understanding of the methods and skills of historians at an age appropriate level</li> <li>• A progression of understanding, with appropriate vocabulary which supports and extends understanding.</li> <li>• Confidence in discussing history, their own work and identifying their own strengths and areas for development.</li> </ul>
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as historians.</li> <li>• Ensure an appropriate progression of history skills and knowledge is in place over time so that pupils are supported to be the best</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Have developed learning walls which include actual pieces of work, carefully chosen vocabulary, a topic specific timeline and a key stage timeline.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in development of their skills.</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• A varied and engaging curriculum which develops a range of historical skills.</li> <li>• Developed and final pieces of work which showcase the skills learned.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids</li> </ul>

<p>historians they can be, and challenge teachers to support struggling historians and extend more competent ones.</p> <ul style="list-style-type: none"> <li>• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> <li>• Keep up to date with current history research and subject development through an appropriate subject body or professional group.</li> </ul>	<ul style="list-style-type: none"> <li>• Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• That pupils, over time, develop a range of skills and techniques across all of the areas of the historical curriculum.</li> </ul>
<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high quality and are plentiful so that pupils have the correct tools and materials.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and area for development.</li> <li>• Able to critique their own work as a historian because they know how to be successful.</li> <li>• Safe and happy in history lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on historical skills and knowledge</li> <li>• Develop historical skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure the impact of the curriculum is wide reaching and positive.</li> </ul>