

History Curriculum Statement

Vision for History at Foxhills

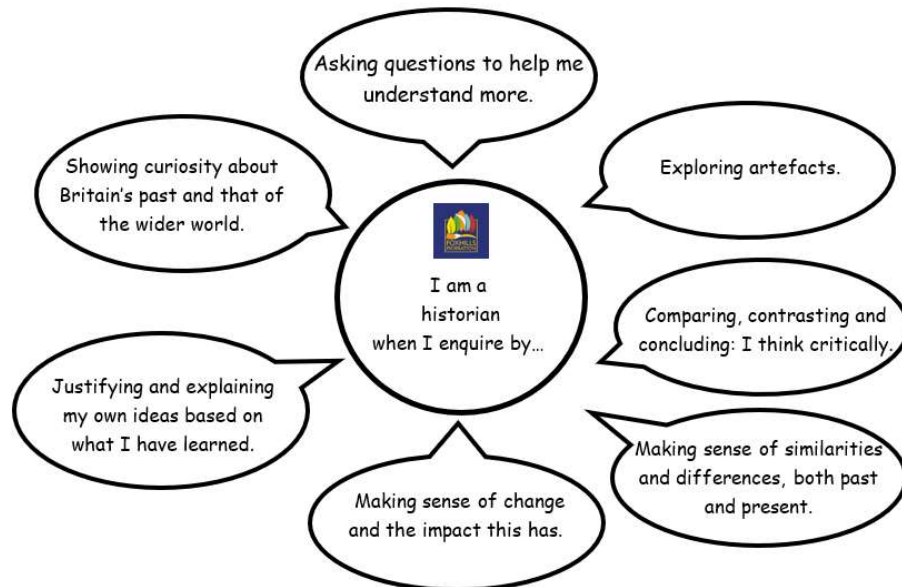


For every child to gain a better understanding of the past and how this has shaped their lives today.

History enables children to learn about the past and the changing accounts of the past, which have shaped the identities of peoples, groups and nations. The history curriculum at Foxhills enables children to understand their place in the world and the development of humanity and the world. In addition to this, our history curriculum enables children to make sense of similarities and differences in human experiences across time and place (eras), by enabling children to gain a deep understanding of substantive concepts over time.

Throughout their journey in history, children will not only get the opportunity to understand and remember, but also the chance to further their critical thinking to analyse and evaluate information around the significant history concepts the children are being taught. To achieve this, we have developed characteristics of a historian to support children in developing their disciplinary knowledge: this is the knowledge that children will gain that allows them to think like a historian.

The disciplinary knowledge for history at Foxhills is represented through the characteristics of historians.



Historians ask questions about the past, at Foxhills, to enable our children to examine information and make conclusions about its significance, we use:

- Importance: to people living at the time
- Profundity: How deeply people's lives were affected by
- Quantity: How many lives were affected
- Durability: for how long people's lives were affected
- Relevance: the extent to which the event has contributed to an increased understanding of present life...

Historians look at sources of information to learn about the past. At Foxhills, to enable our children to determine the reliability of a historical source, we use:

- Currency: timeliness of the information
- Relevance: importance of information for your needs
- Authority: source of the information (first hand, author was there at the time, author was involved in the event, author understood overall context, synthesis of primary sources)
- Accuracy: truthfulness and correctness of the information

Sequencing of the Writing Curriculum

How is the History curriculum organised?

When designing our curriculum, the national curriculum was our starting point. However, we wanted the children to have a broader understanding of themes that they will encounter as they continue their history journey after Key Stage 1 and 2. In order to do this, we have organised the substantive knowledge the children need to know into substantive concepts. Whilst doing this, we have also considered the disciplinary knowledge the children will need to become historians. Having this approach will support the children in moving knowledge into their long term memory.

The substantive concepts used to help children learn about the past at Foxhills are:

- Chronology
 - Similarities and differences
 - Cause and effect

	<ul style="list-style-type: none"> - Significant events • Society <ul style="list-style-type: none"> - Culture and pastimes - Beliefs - Monarchy - Politics - Conflict - Significant individuals • Settlements <ul style="list-style-type: none"> - Land use - Food and farming - Location - Travel and exploration - Invasion <p>In EYFS, the substantive concepts taught focuses on the concepts that are less abstract to the children and provides them with an increased sense of self-identity and awareness. It starts with the concept of settlements (location) and chronology (similarities and differences). Texts have been carefully chosen to support the children’s first experience in learning about history.</p> <p>Key Stage 1 focuses on changes within living memory and they begin to study the substantive concepts in greater detail. As the curriculum progresses, children focus on later historical events that are of a more abstract theme, allowing them to make links between the knowledge taught earlier in the curriculum with significant events and people beyond their time. This reinforces schema and allows them to interleave knowledge and understanding.</p>
<p>What are the knowledge types and how will they be taught?</p>	<p>The curriculum at Foxhills is a knowledge-based curriculum because our staff are united by the belief that knowledge promotes intellectual growth: the more you know, the more you understand the world. Knowledgeable children are confident and can broaden their experiences.</p> <p>The knowledge in our history curriculum has been split into two different knowledge types: substantive knowledge (knowing that...) and disciplinary knowledge (knowing how...).</p> <p>Substantive knowledge is comprised of established facts. Children are taught these facts and are taught this knowledge through highly effective teacher modelling. This knowledge is presented to children in different ways and is reinforced through the use of knowledge organisers, prompts and presentations. Images and videos are used where appropriate.</p> <p>Disciplinary knowledge refers to the methods of working, in this case; how historians enquire. Teachers model this in different ways depending on the needs of different children. Children learn this knowledge by observing and listening to teachers think aloud when modelling or discussing key information, acting like historians following our characteristics model. All children are encouraged to have a go, independently, prior to personalised feedback being given. Children then work with adults to develop their disciplinary knowledge further, to ensure their learning is deep and meaningful and that they are not just memorising disconnected facts.</p>
<p>How is the curriculum implemented?</p>	<p>When delivering the history curriculum to our children, teachers consider both pedagogical knowledge and pedagogical content knowledge. Pedagogical content knowledge refers to the link between what the children need to know (our knowledge) and how to teach it; knowledge of pedagogy, knowledge of pupils and teacher attitudes and beliefs (relationships, accountability and commitment). When considering pedagogical knowledge, teachers think about the best ways for the subject to be taught and delivered (based on our disciplinary understanding).</p> <p>To deliver our ambitious intent, we have carefully devised an implementation strategy that incorporates high-quality teaching, engaging resources, and assessment practices:</p> <p>Curriculum Design: Our history curriculum is coherently sequenced and progressive, ensuring knowledge builds cumulatively across year groups. We follow the National Curriculum while integrating local history themes and significant global events to enrich learners' perspectives.</p> <p>Skill Development: Each milestone is designed to develop the children’s specific substantive knowledge for that step. For example, in Year 6, the children learn the key knowledge of a range of ancient civilisations before diving deeper into the Egyptians, giving the children a better understanding of the world at the time. As well as this, the disciplinary knowledge is taught and revisited all the way through the key stages to encourage historical enquiry. This is progressive: children in Year 6 are expected to justify their thoughts using evidence from multiple sources, where lower down in the school, children would be expected to compare and contrast periods in time. We employ a range of stimuli, including primary sources, artefacts, and digital resources, to engage students in hands-on learning activities.</p>

	<p>Cross-Curricular Links: We actively seek to integrate history with other subjects, such as art and English to deepen children’s knowledge. This approach not only enhances engagement but also aids in the retention of historical knowledge by embedding it within broader contexts.</p> <p>Professional Development: We invest in the continuous professional development of our staff to ensure they are well-equipped with subject knowledge and pedagogy. Regular training sessions and collaborative planning meetings allow teachers to share best practices and innovative teaching strategies.</p> <p>Assessment and Feedback: We employ formative assessment methods, such as POP tasks (proof of progress) that encourage self-reflection and peer feedback. Our assessment criteria focus on students' understanding of historical concepts and their ability to articulate their ideas clearly. Summative assessments at the end of units help inform future teaching and address learning gaps.</p> <p>Community Engagement: We foster partnerships with local historical societies and institutions (such as the University of Southampton) to enhance learning beyond the classroom. Visits to local museums and historical sites are incorporated into our curriculum, providing students with immersive experiences that solidify their understanding of historical context.</p>
Adaption and variation	<p>Adapted modelling and varied task design enables all children, including the most disadvantaged and those with SEND to achieve at least the expected standard and keep up with the aims of the curriculum and make exceptionally good progress from their starting points in history. Progress is defined as knowing more, remember more and being able to do more. In history, tasks are adapted to remove barriers such as: fine motor difficulties, speech and language difficulties, dyslexia etc. Here are some ways we do this in Foxhills Federation:</p> <p>Universal Design for Learning (UDL):</p> <p>Multiple Means of Representation: We present information in diverse ways. This could involve videos, audio recordings, images, hands-on activities, and real artefacts alongside traditional text. For example, when teaching about the Romans and their impact on Britain, we use a combination of storybooks, 3D modelling of Roman Britain, and a video depicting the events.</p> <p>Multiple Means of Action and Expression: We allow children to demonstrate their learning in various ways. We offer choices like writing a non-chronological report, giving a presentation, or composing a song. This caters to different interests and strengths. For instance, a child could demonstrate their understanding of ancient Egypt by creating a set of instructions of how to mummify a body or writing a fictional diary entry from the perspective of a child in ancient Egypt.</p> <p>Multiple Means of Engagement: We tap into children’s interests and offer choices to motivate them. We incorporate games, role-play, and technology to make learning interactive and engaging.</p> <p>Scaffolding and Differentiation:</p> <p>Breaking down tasks: We divide larger tasks into smaller, manageable steps with clear instructions and visual aids. We provide sentence starters and knowledge organisers to children to support the use of the key knowledge.</p> <p>Tiered activities: We offer different versions of the same task with varying levels of complexity and support. This allows all children to access the same content but at their own pace and level of challenge. For example, when learning about Saxon Britain, some children might research and write a detailed report, while others might create a poster or presentation with key facts and images.</p> <p>Adjusted expectations: Modify learning outcomes and assessment criteria for students with SEND, focusing on their individual goals and progress.</p> <p>By implementing these strategies, we have created a history curriculum that is accessible, engaging, and challenging for all children, enabling them to achieve their full potential. We collaborate with SEND specialists, parents, and the children themselves to ensure that your curriculum is truly inclusive and responsive to individual needs.</p>
Rationale for enrichment and wider personal development	<p>In addition to the design of the history curriculum, we have sequentially mapped opportunities for enrichment and personal development beyond the expectations of the curriculum in history. Enrichment in history takes the form of visits to museums, historian visits as well as visits to local History departments. These have been chosen and planned in a coherent way and they strengthen the school’s history offer because they aim to increase engagement, whilst facilitating meaningful use of knowledge.</p> <p>As well as this, we have links with Southampton University and selected children will be given the opportunity to visit their history department and learn how real-life historians work.</p>
Impact	<p>Through our carefully planned and implemented history curriculum, children:</p> <ul style="list-style-type: none"> ● Develop a deep and lasting fascination with history. ● Build a secure knowledge and understanding of the past. ● Develop critical thinking and analytical skills.

- Understand the diversity of human experience and their place in the world.
- Achieve excellent outcomes in history, with all pupils making good progress and disadvantaged and SEND pupils achieving exceptionally well.

This impact is evident in:

- Pupils' enthusiasm and engagement in history lessons.
- The high quality of pupils' written work and oral presentations.
- Pupils' ability to use historical knowledge and vocabulary confidently.
- Pupils' success in proof of progress assessments and other AFL tasks.
- Pupils' positive attitudes towards history and a desire to learn more about the past.

Teachers check children's understanding of the history curriculum through the use of constant AfL during and between lessons. This enables teaching to be adapted and misconceptions to be addressed in real time. Pink feedback given to children acknowledges successes and explains why a child has been successful. Green feedback identifies where a child needs to improve. It is very specific and achievable in enabling the child to improve.

The History subject leader conducts book looks, triangulated with lesson observations and pupil conferencing in order to assess the extent in which all children are making progress in achieving our vision for writing.