



History Curriculum Implementation at St John's Catholic Primary School, Trowbridge.

Curriculum Design

There is a 2 year rolling programme of topics related directly to the 2014 National Curriculum. Within this we would expect to see History skills embedded into these topics and in other curriculum areas (e.g. Mathematics, English). Sometimes projects are the main focus for learning throughout a term, in other places work is consolidated into a shorter time frame of skills and knowledge based learning.

There is a skills ladder of core History skills used as the preliminary basis for topic planning; originated in 2018. In addition to this a progression of knowledge has been built into the school curriculum (T:Drive/Curriculum/Geography and History/Humanities 2019-20) which requires that children are gradually building on acquired knowledge from previous topics and are preparing for future learning in the school and beyond.

Topics are embedded with the use of Knowledge Organisers as a basis for both the formative and on-going assessment of subject knowledge. These use the Progression of Knowledge documents and selected vocabulary and factual information to guide the planning, teaching and assessment of a topic.

Additional needs/Outcomes

Typical practice in St John's necessitates the use of EAL specialists to help guide unfamiliar language and vocabulary for our many EAL children. Work is differentiated in appropriate levels to make it accessible for EAL and SEND children. Often the topic focus is used within English lessons, with extra provision for reading and writing coming from teaching staff to enable access to this learning. Through working towards end goals for each topic, staff identify and set challenge for more able children to present and communicate breadth of learning where appropriate. Staff ascertain which elements of learning will be used for Project Book presentation and support given to enable each child to be proud of their "best" pieces of Topic work.

Pupil Voice

The Curriculum Team for History meet termly and are grouped vertically through the school. They are an important Pupil Voice to monitor coverage and evaluate how work is presented and assessed. They have been recently been working on using self and team quizzing in current topics, presentation and cross curricular projects and the use of curriculum books and feedback.

Experiential learning

The History curriculum is enhanced through the addition of visitors to the school, drama, use of artefacts, day trips and visits.

Examples:

Trowbridge museum –expert visits to school/guided walks around our locality
Roman/Viking/Superheroes days- drama and re-enactment days
Day trips-Bratton Camp, Roman Baths, Holbourne Museum
Artefacts- box loans from Learning Resources Hub, National Trust links,
Partnership Schools

Checks and Monitoring

The teaching of History follows the 2014 National Curriculum and is integrated within our topics, closely linked to our local surroundings. Monitoring takes place under this guidance and during 2019-20 has looked like this:

Term 2 2019-2020

Planning Review December 6th 2019

Term 3 2019-2020

Book Review 6th February 2020

Review of Project books February 2020

Term 4 2019-2020

Class observations

Term 5 2019-2020

Planning Review

Pupil Interviews- Challenge across the school

Term 6 2019-2020

Assessment of Topics

Review and decisions on Topic recording/assessment

Year Overviews formalised

Term 2 2020-21

Planning and Book review –Dec 2020

Review of Knowledge Organisers- Nov 2020