



History Curriculum

Everyone Learning Together

The Newfield Way

Intent

At Newfield we aim to provide a high quality, broad, knowledge rich, relevant history curriculum which will ensure pupils have a secure understanding of the past and how it impacts on life today, along with learning skills that can be applied to many future careers. We intend to ignite in our pupils a curiosity about the past in Britain and the wider world which will stay with them for the rest of their lives.

The History Curriculum is aspirational. It is planned and sequenced to develop concepts, knowledge, skills and understanding over time. New knowledge and skills build on what has been taught before ensuring that children can make connections and understand key concepts.

The history curriculum at Newfield includes substantive and disciplinary content. Substantive knowledge is the building blocks of factual content and vocabulary that enable pupils to move around within their own knowledge in the curriculum. At Newfield, the substantive knowledge in our history curriculum is broad in scope, meeting and exceeding the requirements of the National Curriculum. It is meticulous in rigour (responsive to up-date scholarship in history). It is highly coherent. Links are built within and across subjects so that nothing sits in isolation. Units are carefully sequenced to build on prior learning. Disciplinary knowledge is the knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils at Newfield learn how knowledge is constantly renewed in the subject's ongoing development by historians.

We understand the importance of broadening our children's horizons and achieving cultural capital (the essential knowledge that pupils need to be educated citizens). We maximize the use of educational visits to support our teaching.

Pupils are taught that the sum of our knowledge is not fixed but is constantly being tested and renewed. It involves the practice of various subject-specific skills. In studying history at Newfield pupils will have continuous opportunities for historical enquiry.

A key aspect of the curriculum is the systematic building of children's vocabulary through subject knowledge. This is intended to ensure that children build upon prior knowledge throughout the years and leave in Year 6 with an extensive vocabulary. Not only does this improve their reading ability but also prepares them for new historic content in Year 7.

At Newfield Primary School we know that, within the context of SEND, personalisation of the curriculum is key so that each individual's priorities can be considered in order to prepare them adequately for adulthood with the best possible quality of life. Our ambitious curriculum can be successfully adapted to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know with increasing fluency and independence. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners in all subjects and that pupils with SEND achieve the very best outcome and reach their full potential.

Implementation

In Key Stage 2 (Year 6 from September 2023) follow the 'Opening Worlds' Scheme of work. Year 1 and 2 will start to follow the scheme when it becomes available.

History is studied for one hour per week. Each lesson is started with a story to intrigue and capture the children's interest. Within each lesson new vocabulary is introduced and previous vocabulary and ideas are revisited to assist recall. New concepts and knowledge are repeated frequently within the lesson to help retention, aided by 'the asking five ways' technique. These are part of the Opening Worlds 10 teaching techniques which reflect Rosenshine's 10 principles of instruction (see appendix 1).

Teachers have good subject knowledge and receive high quality CPD from the 'Opening Worlds' creators. Each unit is accompanied by a high-quality information booklet which supports learning and which children are encouraged to read from during each lesson. Lessons are differentiated to help support pupils with SEND and EAL to achieve the best possible outcomes.

At Newfield we strive to enrich the curriculum with exciting trips, many of which link to history units being studied and we provide a good selection of books in the library that compliment the units being taught.

Key Stage 1 is largely focused on the children's own history and key people from the past such as Guy Fawkes and Neil Armstrong. Each unit is bespoke although we follow the same principles of the 'Opening Worlds' scheme.

Impact

Through History topics, children will understand how historic events have shaped the world and their local area. They will be able to make connections between the topics they have studied and understand how these periods of time fit in to the timeline of the world. Our History curriculum will help foster in children an interest in the past, and develop an understanding that enables them to enjoy all that history has to offer. In addition, children will gain the skills necessary to analyse sources of information, evaluate, present and become critical thinkers in their ongoing education.

Through our history curriculum, children will be able to recognise and use earlier learnt vocab with ease, ensuring that they leave Newfield with a richer understanding of words and ready for Year 7. They will be able to recognise themes that they have encountered before and spot and question patterns in new content making links and comparisons to time periods they have already learnt about.

Through developed vocabulary and the high reading content of history lessons, their reading skills will be developed and improved.

Through our history curriculum children will be able to use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. They will also be able to practise the methods of historical enquiry and understand how evidence is used rigorously to make historical claims, as well as being able to discern how and why

contrasting arguments and interpretations of the past have been constructed.

The majority of pupils are working at age-related expectations in History.