



History at The Ryde School

Research

History in outstanding primary schools: Tim Jenner

<https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>

Cognitive Load Theory and its application in the classroom: Dominic Shibli and Rachel West

<https://impact.chartered.college/wp-content/uploads/2018/03/Cognitive-Load-Theory-and-its-application-in-the-classroom.pdf>

History programmes of study: key stages 1 and 2 National curriculum in England

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Ofsted Research and Evaluation Report for History

<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history#stages-education>

Historical Association

<https://www.history.org.uk>

History Curriculum Rationale

We have high aspirations for the children at The Ryde and strive for them to enjoy and love history. We aim to nurture their ambitions so they can be the archaeologists, museum curators, historians or archivists of the future. Our core values, *Resilient, Creative, Safe, Ambitious, Respectful*, lay the foundations of these aims. We nurture and encourage our children to develop and grow into their full potential. At The Ryde we all believe that 'From little acorns mighty oaks grow'.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past (National Curriculum-History 2013).

We work hard at The Ryde to offer the children creative, exciting, inclusive, and memorable history lessons and experiences that offer opportunities for children to develop their understanding of historical knowledge and history skills.

We make good use of our local history resources to help the children to understand the community in which they live. We want them to understand the impact some local places and people have had on both national and international events in the past and how these have shaped and contributed to our present and will impact our future. Regular visits are made to **Hatfield House Park, Mill Green Museum, De Havilland Aircraft Museum and Celtic Harmony Village.**

We aim to bring history to life and to make it relevant for our children. We want our children to use their history skills to explore the diverse world in which they find themselves, to ask questions about complex issues and to seek and create solutions.

Curriculum Intent

Our history curriculum is designed to offer our children a knowledge rich curriculum that is broad and balanced. By the end of each milestone, the children will have built a long-term memory of an inspiring and motivating body of knowledge as well as an understanding of how historians construct the past. Our history curriculum is shaped to allow children to revisit topics in order to deepen their understanding and knowledge of key aspects.

Each milestone spans two years of study. The two years of a milestone have different teaching approaches. In the first year of the milestone the teaching will be direct instruction to enable the learning of knowledge. In the second year of the milestone teaching will support more independent and investigative learning as children will have sufficient knowledge and skills to be able to problem solve and ask relevant and deeper questions to gain further knowledge.

Our history curriculum consists of the key concepts of:

Investigate and interpret the past

Build an overview of world history

Understand chronology

Communicate historically

and the knowledge categories of:

artefacts and evidence, location, beliefs, settlements, culture and pastimes, food and farming, travel and exploration, society, conflict and main events.

In each year group we have interleaved our history knowledge categories across the year, comparisons are made between eras, and they are linked with other relevant subjects. This process gives the children more opportunities to retrieve information, become more fluent with subjects and transfer knowledge to their long term memory.

To aid this deeper understanding of history all children are offered regular opportunities to visit places relevant to their learning both locally and nationally. Such visits include: historical sites, places, buildings and living experiences. These experiences help to prepare our children for the possibilities and responsibilities later in life. **Every year, children in Year 2 visit RAF Hendon to support their understanding of how Geoffrey de Havilland impacted our local area. Every year, Year 5 go on a residential trip to York City. This consolidates the learning of both previous and present learning such as: Roman and Viking Britain, Tudors and World War II.**

We enrich the children's learning in school with memorable and unforgettable experiences which provide opportunities to inspire, motivate and consolidate learning.

At The Ryde we believe that it is not just about what happens in our classrooms, it is about the learning that happens outside the classroom and the added value this offers to inspire our children to want to learn.

Curriculum Implementation

A complete audit was made of the history curriculum in Spring 2019. Senior leaders attended training on 'Designing Your Curriculum' with Chris Quigley. This training was based on the research of Herman Ebbinghaus and John Sweller. Senior leaders then shared this training with all members of staff. As a result, our history curriculum has been carefully built and the learning opportunities and assessment milestones have been matched for each year group. This allows the revisiting of key concepts and knowledge categories, to ensure a gradual and solid build in understanding, and the progression through them. The interleaving of knowledge categories is crucial to this process and helps children to discriminate between topics and aid long-term retention. The eras have been carefully mapped across year groups and key stages to ensure all knowledge categories are revisited regularly. For example, the concept of travel is studied in year one through the industrial evolution, again in year 3 when looking at Viking navigation and again in year 6 when discussing the British empire.

Teachers, with the support of the curriculum leader, have the autonomy to deliver a curriculum that is relevant to their children. Teachers also make meaningful links with other curriculum areas where

relevant for example: **In Year 6, when learning about the Tudors, children create gingerbread houses in D&T. When learning about the Great Fire of London, the Year 1 children explore maps in geography to understand what London was like in the past and what it is like now. A pirate day is carried out in Year 2, this provides the children with rich opportunities to learn about what life was like as a pirate and thus informing their writing during a non-fiction unit.**

Texts in English are also chosen carefully to match with topics where relevant. For example: **In Year 5 the children study Adolphus Tips, with links made to World War 2 and evacuation. In Year 3, when learning about non-fiction texts, the children create an information leaflet on the Stone Age, Iron Age or Bronze Age. Year six study The Odyssey linking to Greek myths in history.**

Medium term plans are produced at the beginning of each term. They are written in sufficient detail to allow them to be used as weekly plans. Learning objectives are clear to see for each session as are planned activities for learning and expected outcomes. Resources and artefacts are also detailed for each session. History is taught on a bi-weekly basis, allowing the time for concepts and categories to be revisited and practised and therefore improving the opportunity for children to retain what they have learnt and change their long-term memory – increasing the progress that they make. We understand that learning is invisible in the short term and that sustained mastery takes time.

Assessment is completed by the class teacher during a lesson to ensure that the children are secure in their learning before moving on to the next step. This also allows us to ensure teaching is matched to all learners and is accessible.

Curriculum Impact

As learning is a change to long-term memory, it is impossible to see impact in the short term. We do, however, use formative assessment information to inform planning and interventions and to ensure that our practice produces results in the long run. This includes, Proof of Progress (POP) tasks, book monitoring, pupil voice, targeted questioning and self-assessment. This, and ongoing assessment, helps teachers to provide the best possible support for all children, including children with EAL, SEND, PPG and those working at greater depth. At the end of each term, children complete a Rubric which allows them to reflect on their knowledge, understanding and development of historical skills.

Assessment milestones for each phase have been broken down for each year group, allowing for detailed assessment of progress. Within each milestone children gradually progress through three cognitive fields: basic, advancing and deep. The ambition is that most children will achieve a sustained mastery at the 'advancing' stage of understanding by the end of each milestone, and for the more-able to have a greater depth of understanding at the 'deep' stage. **Therefore, the time-scale for sustained mastery or greater depth is two years.**

In the first year of a milestone children are expected to achieve the 'basic' stage of learning. Direct teaching and deep questioning will enable the children to learn knowledge and skills in preparation for a higher level of learning and understanding in the second year of the milestone.

The impact of the history curriculum is evaluated and reviewed termly by the subject leader who carries out book scrutiny's, learning walks, planning monitoring and discussions with class teachers. Results from this are reported to senior leaders and the link governor. This process provides an accurate and comprehensive understanding of the quality of teaching and learning in history.