



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

How to teach Chronology in KS1 & KS2

https://www.teachprimary.com/learning_resources/view/how-to-teach-chronology-in-ks1-ks2

Historical Association

[Primary History Summer Resource 2019 Diversity.pdf](#)

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 and through which they will have, by the end of each milestone, a long term memory of an inspiring and motivating body of knowledge. 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.

The history curriculum consists of the key concepts of:

Investigate and interpret the past

Understand world history

Understand chronology

Communicate historically

and knowledge categories of:

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

In each year group we have interleaved our history topics across the year, comparisons are made between them, 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. Such experiences will help to prepare our children for the possibilities, experiences and responsibilities later in life. **Every year children visit Hatfield House to experience life in Tudor times and to understand the impact Henry VIII had in shaping religion in England and how in the reign of Elizabeth I travel and exploration changed the world. Every year Year 5 go on a residential trip to York City. This consolidates the learning of both previous and present learning such as: Romans in 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. Such as: **Viking Day experience, Pirate day experience, visiting actors depicting Tudor characters, baking using flour milled by the children at Mill Green.**

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. This training was shared with 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 to ensure 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 topics is crucial to this process. For example: **Year 5 will learn about the topics of World War 2, Ancient China and The Vikings throughout the year. In the autumn term the foci are: Travel and exploration and settlements. In the Spring term the foci are: Food and farming and society. In the summer term the foci are: Culture and Pastimes and conflict. Throughout the year significant people and main events are learned about and referred to and artefacts and other historical materials are used as relevant. Local history is linked to World War 2 and visits made both locally and nationally for comparison.**

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 5 geography, English, art, design and technology and PSHE.**

Texts in English are also chosen carefully to match with topics where relevant. For example: **In Year 5 - Carrie's War.**

The children have a voice in their learning and are encouraged to have independent thoughts.

Topics are discussed with the children at the beginning of the year to understand what the children already know and what they would like to know. Topics are then planned around this information. Children's individual interests in topics are encouraged and supported.

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 are 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 learned and change their long term memory – increasing the progress that they make.

Curriculum Impact

We use both formative and summative assessment information in our history lessons at The Ryde. This information is used by staff to inform their short term planning and interventions. This helps teachers to provide the best possible support for all children, including children with EAL, SEND or the more-able.

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 will have enabled the children to learn knowledge and skills in preparation for a higher level of learning and understanding in the second year of the milestone.

Proof of progress tasks are carried out by teachers throughout the year. Each child's progress is mapped to ensure they are making the progress they are capable of.

Assessment information is collected at least termly by the subject leader and analysed. Results 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.

Planning is monitored at the beginning of each term and at intervals in between, in line with other monitoring actions such as: work scrutiny, pupil voice, staff voice, displays, learning walks/lesson observations.