



History Intent at Pitmaston

'a people without the knowledge of their past history, origin and culture is like a tree without roots.' Marcus Garvey

Our History curriculum traces British History and the great civilisations of the world. We aim to provide pupils with the knowledge, skills and understanding to appreciate our history and that of human creativity, endeavour and exploration through time. Through enquiry based learning, we will engage and motivate pupils and encourage them to see the world through the eyes of young historians, enabling them to understand how events in the past have contributed to shaping the world in which they live today. This awareness will help to build a more informed and sustainable society in the future. We have addressed the gaps in History learning that has been caused by the COVID 19 pandemic, with a rigorous catch up curriculum and regular retrieval activities.

Implementation:

At Pitmaston, our History curriculum is driven by our fundamental schemas – Empire, Civilisation, Historically Significant Individuals, Influential Ideologies and Perspective and Future Aspirations. Our teachers equip pupils with the ability to ask perceptive questions, think critically, weigh evidence, analyse arguments, and develop perspective and judgement. Through our personalised curriculum, we ensure that we have identified the most important knowledge and concepts, and focused on these within lessons. Each lesson starts with a key question such as: How did Edward Jenner's discovery result in saving more lives than any discovery in history? What event happened in the Valley of the Kings in 1922? These key questions for lessons enable us to target our teaching input in order for the children to know more, do more, remember more.

Our curriculum has been designed so that opportunities for retrieval of prior learning are embedded into lessons through a variety of retrieval based activities. This ensures that whilst pupils continue to learn more, they are also remembering more and are able to draw parallels with other historical cultures, beliefs and events. The substantive knowledge has been carefully identified and supports the solo assessment, whilst the range of purposely planned activities, often based around historic enquiry, supports the disciplinary knowledge and progress.

We have ensured that the children are provided with a rich vocabulary that is progressive throughout their primary education. We recognise that a rich vocabulary will lead to better outcomes for all pupils, and particularly for those who might not be exposed to such language outside school. Our working walls display the key questions as well as the key vocabulary associated within that history unit of work. This ensures pupils have a source of support from which to refer back to, as well as providing subliminal stimuli; embedding the key concepts and substantive knowledge into their long term memory.

To ensure our pupils have remembered more and can do more, we use a range of low stake quizzes and questioning, allowing teachers to identify misconceptions that need addressing as a tool for formative and summative assessment.

Impact:

Our bespoke solo assessment identifies the substantive knowledge that we anticipate children will gain at the end of each lesson. Using this formative assessment approach, we are able to identify areas of the history curriculum that children both exceed in as well as areas where misconceptions have occurred. This then allows teachers to address misconceptions through carefully planned lessons.

Retrieval activities ensure that the substantive knowledge is effectively embedded into the long term memory of our pupils. The curriculum leader for history, as well as other leaders within school, ensure that regular monitoring through pupil voice, book trawls and data analysis, embed the most effective delivery of lessons and the highest quality of teaching and learning for all of our pupils.