

Our Values and Expectations



A School Family Learning for Life in all its Fullness (John 10:10)

Flourish

Aspire

Achieve

Curriculum Threads

Our Values

Our Place in the World

Our Well-Being

Our Voice

Our Aspirations

Intention

Subject

At Mary Dean's our aim is to provide a rich and varied curriculum, focused on the delivery of the knowledge, skills, attitudes and values we feel every child needs – thus providing the basis for academic success, a life-long love of learning, and ultimately for our pupils to flourish, aspire and achieve.

History

The History curriculum at Mary Dean's CE Primary School and Nursery makes full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the national curriculum and the school's curriculum drivers and are sensitive to children's interests, as well as the context of the local area. The History curriculum at Mary Dean's CE Primary School is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014 and its updates, the curriculum at Mary Dean's CE Primary School ensures that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Look at history from various perspectives including, political, economic, technological, scientific, social, religious, and cultural.
 - Use different sources of information to help them investigate the past both in depth and in an overview, using dates and historical vocabulary to describe events, people, and developments.
 - Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At Mary Dean's CE Primary School, we follow the Key Stage History schemes of work and Key Stage History guidance for local studies. This has been chosen for its enquiry-based approach and its teaching of important subject knowledge, the mastering of key subject skills and challenging outcomes through greater depth rather than broad content.

Throughout Key Stage 1 children work towards understanding the following:

- A world existed before they and those around them were born but their world today is connected to the past.

- All people in the past did not live at the same time.
- The past can be described in different ways – old, new, today, yesterday, last year, days of the week, years, once upon a time, long ago, past/present, before/after, when I was little etc. as well as some period labels.
- Many things in the past have changed (and are still changing) but some things are the same.
- People in the past were real people, had feelings like real people and usually did things for a reason.
- Events usually happen for a reason (sometimes more than one reason).
- People in the past did not know the same as we do today.
- Not everyone in the past thought the same.
- People in the past did not always think that the same things were as important in their lives as you do today.
- Things did not always turn out as planned.
- We can tell different stories about the same history.
- We find out about the past from different sorts of evidence/clues that come from that time.
- We can show the past in different ways such as pictures, writing, film, theme parks, museums, music, and legends.
- We never know everything that happened in the past.
- We can disagree about what was happening in the past and it does not necessarily mean that some people are wrong.

Throughout Key Stage 2 children build on their skills, knowledge and understanding from Key Stage 1; working towards understanding the following:

- A world existed before they and those around them were born – some things occurring many years ago before there were ways of writing about the past. Human time is only a small part of time.
- The past can be described in different ways-dates, period labels, divisions such as decade, century etc.
- The past was different from today: some things have changed (slowly or quickly) but some things are the same.
- Change does not always mean progress. There can be ‘bad/negative’ changes. There are differences between change, progress and development.
- People in the past had feelings and emotions and had reasons for their actions.
- It is not always easy to work out why things happened and why people did or thought things.
- Reasons and events usually lead to results (sometimes more than one) but things did not always turn out as planned.
- People in the past did not know the same as we do today. When things happened, it was often confusing and uncertain for people, and they did not know how things would turn out.
- We can put together a story/account about the past in different ways. It can be different if we use different information or have views about what is important. This does not mean that one version is right and another wrong.
- Not all history has been fair to all people and groups. Sometimes this is deliberate and at other times accidental.
- We find out about the past from different sorts of information/sources such as written, artefacts and pictures. Some parts of history have many sources, but others have very few.
- Different people help put together what happened in the past, such as historians, archaeologists, film makers, museum curators.

- Not all the sources from the past can be trusted. We always need to be careful when using any evidence from the past, e.g. it can be inaccurate, incomplete, unfair. With care, however, we can make some use of all information – it always tells us something about the past.
- It is often better when we can find more than one piece of information/source for our topic.
- There is a difference between a source and evidence. The source is the information, but it is you or the historian who uses it as evidence in your own way to answer your questions. A good historian can ask many questions about the sources they use.
- We never know everything that happened in the past, so it means that we must work out things that are likely to have happened and that means giving opinions and ideas rather than definite facts.
- Because we need to tell a clear story, we need to choose which bits to use, and this means deciding what is important. Not all information is equally important.
- We should care about what past people did. We should try to understand them without necessarily agreeing with them. Much of our lives today is because of what people in the past have done.

The school's curriculum for History aims to ensure that all pupils:

- Receive a history curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in history. Children will know more, remember more and understand more.
- Access history as a discrete subject to allow natural links to forge with other subjects where appropriate. Can participate full, and achieve the same outcomes, in all history studies through adaptive teaching that is set out within our Ordinarily Available Provision documents.
- Children receive a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study.
- Begin to focus more fully on the substantive concepts of history and link the Golden Threads that over arch our school curriculum.
- Will receive a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Research Links:

"Most fundamentally, history teaches us to look past the ephemeral and search out the underlying, long-term dynamics of problems" (Crowcroft 2018 OFSTED Curriculum Research).

"Too often in primary schools, history is submerged within an integrated curriculum structure and, as a result, pupils' knowledge and understanding has suffered." (OFSTED Led Inspector-Key Stage History: 2024).

Inclusion is a priority, making sure ALL pupils have access to a high-quality history curriculum accessed via tailored activities, NOT by 'leaving bits out' because it's too hard (OFSTED 2024).

OFSTED research (2018) defines a 'Knowledge rich' approach as one in which curriculum leaders are clear on the "invaluable knowledge they want their pupils to know".

Teaching big ideas can lead to deeper learning and more effective transfer and synthesis of knowledge and skills. Key concepts or big ideas exist within each subject but they can be recognised across different subjects as “meta-concepts”.

For primary history, learning outside of the classroom can be made up of several experiences. An investigation into the local area will undoubtedly see children exploring their immediate environment, looking for clues and curious insights into the past. Such an enquiry also provides opportunities to develop links with the wider community, further enhancing a sense of identity and belonging. Similarly, historic houses and sites offer opportunities for children to explore the past through investigating artefacts with the aid of the expertise of the skilled education staff that are often on hand at such locations. (Russell 2016)

Hall (2009) gives the metaphor of a bus station. A classroom is like a bus station because “*student passengers arrive from a montage of backgrounds with very different needs.*” To extend this metaphor it’s the role of the teacher to then put each student on the right bus - or the correct learning path - so that everyone reaches their destination successfully.

Implementation

At Mary Dean’s we implement the history curriculum through the use of:

- Knowledge Organisers-Children have access to key knowledge, language, and meanings to understand history and to use these skills across the curriculum.
- Knowledge Walls-history knowledge walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of history, enabling pupils to make links across the wider curriculum.
- Subject specific vocabulary-Identified through knowledge organisers and knowledge wall and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes.
- Big picture and weekly review; new history learning is put into the context of the big picture of history learning throughout the school, and a weekly review of immediate previous learning in the subject, before the next stage of learning commences.
- Ordinarily Available Provision in the areas of:
 - Expectations & Values
 - Relationships & Behaviour
 - Learning Environment
 - Speech, Language & Communication
 - Pedagogy, Memory & Metacognition
 - Assessment, Planning & Teaching
 - Literacy & Math
 - Adaptions, Support & Scaffolds

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| | | <ul style="list-style-type: none">• Class timelines-Each class has a timeline, where the History area being taught at that time is clearly referred to in the context of chronology. Upper Key Stage 2 will refer to recent and relevant modern history as it occurs and add this to the class timeline. Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area.• Artefacts-Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.• Sources / bias-We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence. |
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- Substantive concepts, these are the 'big ideas' we want to ensure that children develop a good understanding of in their learning so that they can use and apply their knowledge in new and unfamiliar contexts. By ensuring children have a secure knowledge of these 'big ideas,' we can prepare them to become lifelong learners, (Clarke: 2023).
- Learning outside the classroom-Termly opportunities to provide history outside of the classroom and in more specific contexts. with the expertise of skilled education staff.
- Assessment-Class teachers assess children's understanding in history, and this is then recorded on school tracker sheets. This data is then analysed to improve the children's learning in history.
- Teaching and Learning-A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including individual learning in history lessons. Alongside this, it is vital that in mixed aged classroom, the objectives for both year groups are being met. Children will have access to speakers from the local Historical Association so help them deepen their understand of local areas, specific times and place their learning into context; bringing it to life.
- Consistent teaching sequence-History lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, using the class timeline, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct. Historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate.
- Learning environment-The learning environment is designed to ensure children develop their history knowledge and continue to know more and remember more. Knowledge walls and class timelines are key drivers to this, with teachers referring to them during lessons and at other regular times during the week. Access to tasks will be available to encourage children to consolidate and extend their knowledge through the metacognitive approach.
- Research-Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.
- Basic skills -English, Maths, and ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.

		<p><u>Provision in EYFS</u></p> <p>Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the Specific Areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two.</p>
<p>Impact</p>		<p>To ensure successful implementation of our history curriculum we want our children to:</p> <ul style="list-style-type: none"> • Know more, remember more and understand more about history. • Understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication. • Achieve age related expectations in history and ensure that all children will have the opportunity to work towards their outcomes as their peers without the content of lessons being slimmed down. • Work as Historians by learning lessons from history that influence the decisions they make in their future lives. • Become enquiring learners, using outdoor learning opportunities to explore and observe, to really look, to think critically and ‘stumble upon’ history. • Apply their knowledge to deepen their understanding and knowledge and use the knowledge cross curricular in different context. • Be given every opportunity to access experiences that deepen their understanding across the subject; to know more and to understand more. • Be given experiences through different mediums to ensure that their knowledge becomes ‘sticky’. • Have access to environments that will provide the opportunities through their learning walls and continuous provision to ensure that all children can research history independently. • Always have access to lessons that are adapted in the moment-Teachers will use formative and summative assessment ongoing through every lesson to ensure lessons are adapted (where needed) ‘on the move’ to ensure all children have the opportunity to access the same outcomes as their peers. Data will be added to the school’s tracking system on one drive.