



# History Curriculum Design at Franche Primary

## Vision Statement:

At Franche, we spark curious, critically-thinking historians through immersive lessons so that children develop a context for their growing sense of identity and understanding of British history and the wider world.



## Content:

Using the National Curriculum, we have designed our British history to be taught chronologically across KS2 to build pupils' confidence with the narrative of the past. Through lessons, we ensure local historical links are made and children can identify the impact the past has had. Museum visits, visiting local places of importance, visitors as well as replica artefacts are used to develop opportunities for all pupils, inspiring a love of history.



## Threads of Learning:



History is a broad subject and therefore, at Franche, we have refined our curriculum to focus on our 'key threads of learning' that children will repeatedly revisit throughout the school. These threads are: **people and their daily lives**, **inventions** and **conflict and power**. These ensure a greater depth of understanding within and across each time period and enable children to make links and gain perspective by placing their growing knowledge into different contexts.

## Assessment:



- Pupils work towards answering the The Big Historical Picture Enquiry Question with each lesson's small step key question.
- Formative: low stakes activities such as quizzes, games and retrieval opportunities to check and revisit learning and inform future planning.
  - Quality depth of questioning throughout lessons
  - Self, peer and teacher verbal feedback against BAM chilli challenges.
  - Summative: Chronology Assessment 3 x per year.

## Supporting all Learners:



- BAM planning and the curriculum progression document ensures appropriate pitch and challenge for all
- Adaptive teaching approaches such as: preteaching content, scaffolds, rephrasing questions and language, smaller steps
- Key focus on substantive 'sticky' knowledge to avoid cognitive overload
- Use of the 4Bs to encourage resilience and independence
- Active, fun experiential lessons planned (including visits and visitors)
- Implementing wave 1 & 2 strategies (such as Word Aware)
- Classroom environments promote vocabulary and timelines for chronology

## Metacognition:



Teachers facilitate and explicitly model metacognitive skills within history by asking children to help pose historical questions in order to plan enquiries and make connections between time periods. Using texts, resources and timelines, pupils can monitor the 'sticky' knowledge they have acquired and identify gaps in their own knowledge. Reflection times allow pupils to think about and adapt future learning.

## SMSC and British Values:



- SMSC features heavily within the history curriculum. Children are encouraged to develop their own opinions, reflect on the past and build empathy.
- We focus on building in British Values throughout history lessons as key principles which guide our society.
- We develop cultural capital by equipping children with knowledge and skills in order for them to make meaningful links and deepen their understanding of the wider world and their place in it.

## Monitoring:

- Book and planning trawls
- Learning walks
- Development of the standards file
- Pupil and staff voice
- Curriculum Progression Documents
- Creative Curriculum overviews



## Supporting Staff:



- CPD for all teachers
- Team Teaching history lessons across school, particularly with new/ less experienced staff
- Standards file sets ARE expectations for each year band
- Planning support for year bands
- Historical Association membership and access to resources and resources boxes with replica artefacts
- Staff questionnaires to identify support needed