

# History Intent

## Marlborough Road Academy

### Intent

At Marlborough Road Academy, we follow the United Learning EYFS Curriculum in Nursery and Reception and the United Learning Curriculum for History at Key Stage 1 and Key Stage 2. The United Learning Curriculum for History is based on the National Curriculum for History (2014), which is taken as a minimum entitlement for learners in United Learning schools:

‘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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.’ (National Curriculum, DfES, 2014)

**Building on the United Learning Framework for Excellence, The United Learning Primary Curriculum has six core principles:**

**Entitlement:** All pupils have the right to learn what is in the Marlborough Road Academy curriculum, and we have a duty to ensure that all pupils are taught the whole of it.

**Coherence:** Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.

**Mastery:** We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts.

**Adaptability:** The core content – the ‘what’ – of the curriculum is stable, but we bring it to life in our own local context, and teachers adapt lessons – the ‘how’ – to meet the needs of their own classes.

**Representation:** All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.

**Education with character:** Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.

**History-specific rationales are built on these six principles. The United Curriculum for history provides all children, regardless of their background, with:**

- **Coherent and chronological substantive knowledge** of the history of the Britain and the wider world, through the framework of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:

- **Quest for knowledge:** How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared?

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- **Power, empire and democracy:** Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?

- **Community and family:** What is life like for people in different societies? How are these societies structured? How are family and community relationships different in different historical contexts?

- Opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- Grounding in core **disciplinary knowledge**, and the ability to approach challenging, historically valid questions.
- An **excitement** for history, which inspires a curiosity to learn more about the past.

We recognise that progression and coherence in the teaching and learning of history needs to flow effectively from Nursery to Year 6 and beyond into K.S 3. Our curriculum identifies **key substantive and disciplinary** knowledge that supports the deepening of pupils understanding of the **vertical concepts** (the big ideas) **in History**. Our curriculum builds towards end points that allow pupils to access the next stage of their education in this subject.

The EYFS at Marlborough Road Academy follow the Development Matters (DfE, revised July 2021) 'Understanding of the World' as the specific area in which pupils are introduced to history skills and knowledge. In Key Stage 1, pupils build on the foundations of the EYFS curriculum, developing their awareness of the past and extending to learning about people, events and changes beyond living memory.

### Mixed Age Planning

The long term plans for history detail the 'Powerful Knowledge' that is taught and ensure that there is a clear progression in key skills, both across a year and from year to year. Some year groups at Marlborough Road are 1.5 form entry and so planning for these year groups works on a two year rotation: Cycle A and Cycle B.

At K.S 1, in each cycle, pupils start with now and living memory, then take a theme beyond living memory, and then consider a historical period in depth.

The topics within Key Stage 2, for mixed age year groups, are organised in chronological order across the two year cycle to continue to support pupils' understanding and to develop their ability to recognise connections, contrasts and trends over time. Within the two year cycle, Pupils in Years 1/2 and 5/6 are also given the opportunity to learn through longitudinal studies, to improve their general chronological understanding, and allow for purposeful review of prior knowledge. Teachers pre-teach required ideas to younger pupils who are in their first year of the two-year cycle and stretch older pupils who are in their second year to link knowledge to previous learning.

As many of our pupils are new to English, developing language and communication skills across all areas of learning is the key to them grasping powerful knowledge. The history curriculum has a focus on building vocabulary and explaining the meaning of words in context, modelling Standard English, oral rehearsal and repetition and review and practice.

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At Marlborough Road Academy, the curriculum develops pupils' learning in a range of contexts, both on and off site. Trips, visits and visitors therefore form a crucial part of our approach to learning, giving pupils the opportunity to immerse themselves in a history topic and to bring it alive. Where possible, the history curriculum is linked to the local area so that pupils gain an understanding of how what they have learned links to where they live. We also believe that it is important for pupils to know about the rich cultural heritage that they are a part of in Salford, Greater Manchester and the North West.

British values are integrated into our history curriculum. They are relevant in terms of specific topics, e.g. democracy in Ancient Greece, and in the questioning of attitudes which were prevalent at different times in British history. We expect our pupils to show mutual respect and tolerance when exploring cultures in history that may be different from their own.

### Implementation

History at Marlborough Road Academy at Key Stage 1 and Key Stage 2 is taught, generally, in alternate half-terms and lessons are subject-specific. In EYFS, it is taught in a way which is relevant to the pupils, so that they understand history in terms of their own lives and the lives of those around them.

All lessons at Marlborough Road Academy are crafted around Rosenshine's Ten Principals of Instruction framework and these form the structure of each lesson in the United Learning Curriculum for History. We believe in the importance of co-operative learning and use Kagan structures to enable this. Our methods of teaching and learning are chosen to support the development of lively and enquiring minds, which critique and question.

Teachers plan the following:

- A pre learning quiz which takes place at least one week before the new learning is delivered which identifies gaps in prior knowledge that is needed to fully access the current learning.
- Gap teaching following the outcomes of the pre learning quiz.
- Pre teaching key vocabulary and concepts for SEND pupils.
- A knowledge organiser outlining the substantive and disciplinary knowledge, including vocabulary and the correct definition, that all children must master.
- A cycle of lessons for each subject, which carefully plans for progression and depth.
- Educational visits, visiting experts and artifacts that will enhance the learning experience.
- Classroom working walls which detail; current, prior and future learning, the substantive and disciplinary knowledge children will learn, key vocabulary with definitions, and the vertical concept the area of learning falls within.

Details of history topics are also shared with parents at the start of each term, as part of Curriculum Information for each year group., so that parents can support pupils' learning at home.

### Impact

The United Learning Curriculum for History progresses year on year, giving pupils the skills and knowledge that they need to move forward in their learning, alongside opportunities to apply their knowledge to different situations. When children keep up with the curriculum, they are considered to be making progress towards the identified end points the curriculum builds to. This enables pupils to access the next stage of their education. Regular, low stakes assessments in lessons enable teachers to assess each pupil's understanding of the curriculum. These include:

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- Pre-learning quiz for each unit, which takes place at least one week before the new learning is delivered and identifies gaps in prior knowledge that is needed to fully access the current learning.
- Post Learning Quiz; a low stakes quiz which is tested to support learners' ability to block learning and increase space in the working memory. This allows the teacher to assess how much key knowledge the children have remembered. The questions focus on the knowledge children can remember and not the activities completed. Post learning quizzes allow teachers to identify any gaps in knowledge and ensure appropriate children are targeted for support.
- Retrieval practice at the beginning of each lesson to review prior learning. This demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions with 'in the moment' feedback.
- Spaced retrieval after a period of time to assess how well pupils have remembered prior learning over time. **Progress is demonstrated by children knowing and remembering more** and by them being able to keep up with the demands of the curriculum.

SEND children have access to the same curriculum as non SEND pupils and are assessed in the same way, however, their activity may be scaffolded in order to remove their barrier to learning. For example, if a child's specific needs relate to writing, they may have a scribe/multiple choice to help them answer the same questions as the other children. We believe that it is important to give SEND children the opportunity to show their understanding in history in a way that is appropriate for them, in order for them to demonstrate the depth and breadth of their understanding.

'Deep Dive' book looks with pupil conferencing gives all learners the opportunity to explain their understanding of their learning. This information is used to identify and fill gaps in their knowledge and understanding and to ensure that pupils make rapid progress.

The United Learning Curriculum for History has been designed to ensure that pupils are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3.