

History Curriculum Rationale



CORNFIELD SCHOOL

LEARNING FOR LIFE

INTENT



Alignment to National Curriculum

At Cornfield we follow the national curriculum to ensure that there is progression and cohesion throughout the various stages of learning. Students' learning journeys follow chronological order to allow pupils to really grasp their understanding of key events looking at change and continuity across these eras. This enables pupils to explore the cause and consequence of the key historical events leading up to modern history, and the ways in which these have interlinked to construct the complexities of modern Britain.



End Points

There are 3 clear learning end points that students will experience within the history curriculum. These allow students to revisit their prior learning, each year deepening their contextual understanding. These end points offer students the opportunity to apply their learnt skills and knowledge in order to demonstrate the depth and breadth of their understanding.



Sequencing

The History Curriculum has been designed with students starting points in mind and as such caters to a variety of levels of prior knowledge. By following a chronological order, students will begin to deepen their understanding of the historical context in which major events occurred and the consequences of these. The spirals curriculum allows students to develop their historical enquiry skills and approach new topics through a lens of critical thinking.



Addressing Social Disadvantage

Our students come from a variety of backgrounds with varying levels of prior knowledge and understanding. Each unit is designed to identify any prior knowledge students may have around a topic to ensure that the learning journey and tracking of progress is tailored to them. Pupils will engage in individual, paired and group work to build a culture of collaborative learning where students are given the opportunity to learn from one another as well as gaining the social and cultural capital required for students to be more successful outside of the classroom.

IMPLEMENTATION



Pedagogical Approaches

There is a difference in 'Knowing that' and 'Knowing how' (Priggs & Hibbert, 2023). As such, the history curriculum focuses on students' ability to apply their knowledge and understand contemporary Britain, being able to draw on the nuances of their historical understanding to question and discuss the world around them today. It is through this application of their knowledge and skills that students will develop their higher order thinking skills and think critically in a meaningful way about the historical context in which they are situated.



Promoting Discussion and Understanding

Discussion and debate play an integral role in the development of students' historical understanding. Students will work through a variety of topics to deepen their understanding of how history and thus, opinions are constantly evolving. The history curriculum focuses on how we can use evidence to support claims and justify opinions throughout a historical enquiry. Students discuss themes such as cause, consequence and historical significance participating in collaborative tasks and have whole group discussions in order to solidify their understanding.



Knowing More and Remembering More

Retrieval practice will play a crucial role in consolidating knowledge and enhancing memory retention among students. By incorporating regular retrieval activities, learners will not only reinforce their understanding of key facts, but also reduce the strain on their working memory allowing for more breadth in the learning covered. Spaced retrieval practice will allow students to draw links between the topics that they study and provide opportunities for them to identify similarities and differences between historical periods.



Teacher Assessment

In the history department, we employ a combination of formative and summative assessments to monitor students' progress and inform our planning. Summative assessments encompass a range of subjects, catering to the diverse learning styles of our pupils, including visual, auditory, and kinaesthetic approaches. Students will be formally assessed throughout their learning journey with live feedback being provided in each lesson to promote progress, stretch and challenge students and identify misconceptions early on.

IMPACT



Approach to Assessment

The use of formative and summative assessments alongside the review and retrieval of students' learning will provide the teacher with a full view of the progress students have made throughout their learning. The spiral manner in which the topics are delivered provide the students with the opportunity to correct and deepen their understanding as they practice their core skills through a variety of topics.



Progress Data

Student work, in class attitudes and research investigations will inform the data collected across the course of students' learning journeys. Progress and targets will be available for students, parents and carers simultaneously through EarWig. In the classroom the use of individualised targets support the progress of each student by tailoring their success criteria.



Students' Work

Student understanding often transcends the worksheet, which can serve as a barrier to many student's learning and impede their full potential. As such students will demonstrate their historical understanding practically wherever possible. Students will be given agency over the format and presentation of their ideas in order to promote their enjoyment of learning, and to ensure that the work produced best reflects the students level of understanding.



Feedback to Students

By providing positive and constructive feedback in real time the history department plans to enhance pupils' learning experiences. By offering immediate guidance, students are empowered to make necessary amendments to their work, thereby fostering not only a deeper understanding of key historical concepts but also honing their investigative skills. This personalised approach to feedback not only supports academic growth and but also nurtures critical thinking and analytical capabilities among pupils.