

## Our Curriculum Vision

Everything we do, at Lanercost CE Primary School, stems from our children having a life-long love of learning. We are proud of our inclusive environment, which is firmly rooted in a shared Christian ethos and fosters the care and nurture of our school community. As a school, in partnership with parents and carers, we strive to build strong foundations for an excellent education. We enable our children to achieve all of their divine potential by inspiring them and promoting opportunities to delight in their learning as well as allowing them to grow into successful, compassionate, young adults who recognise their role in the community and the ever-changing wider world.

We aim to accomplish this through a loving, structured and joyful environment with consistently high standards of teaching. Our engaging and immersive learning is based upon the National Curriculum (2014), developed from a love of reading and reflects our school's unique circumstances. We make the most of our beautiful location, which is a stone's throw from Hadrian's Wall, Lanercost Priory, Naworth Castle and close to Northumbria National Park.

This brave, broad and rich curriculum motivates all of our children to build concepts, skills and knowledge for life. They become curious learners who are led by enquiry and inspired by a range of real-life experiences and cultural enrichment. Each of our subject leaders has worked hard to craft their subject curriculum to ensure this within their subject.

We know that the greatest way to understand school-life is to become a part of your child's learning journey. We aim to run several shared learning events, workshops and cultural enrichment moments that you can participate in, allowing you to see your child's progress and ventures in school. Please see our school website, social media platforms and school newsletter for the latest parent and community events.

*Our vision for our curriculum comes directly from our whole school vision. It has been carefully crafted by our teaching staff in order to ensure that we provide an education that helps every child reach their divine potential and enables them to have a life-long love of learning. Each of our subject-leaders has then designed their subject to stem from an evidence-basis where our vision is threaded through at every point.*

## Our Vision for History

We are fortunate to live in a place that is rich in the history of our nation and we have a wealth of hands-on learning experiences on our door step which we try to incorporate into our curriculum. We believe History is an important subject and making local links is vital as we want children to understand how the past has shaped the place in which they live, and how they will continue to shape it in the future.

Of course, as not all aspects of history can be taught by relating to our locality, children also learn about historical events both here in the UK and beyond. We want to give children a secure knowledge of the chronology of history, as well as enabling them to have deeper learning experiences of some of the more significant turning points in national and global world history.

We aim to equip our children with the skills to think as Historians by examining historical artefacts and primary sources and helping to them understand that historical events can be interpreted in different ways. Children are encouraged to ask searching questions and investigate and research answers.

## Our Teaching and Learning of History

Staff use the CUSP History curriculum to support their planning of different history topics. This ensures our teaching approaches allow retrieval and spaced retrieval practice and we plan learning tasks that are appropriately scaffolded. The structure of CUSP History is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied. By using CUSP to support our History, we believe that children grow an ever broadening and coherent mental timeline, which guards against a superficial, disconnected and fragmented understanding of the past.

History is taught through our half termly topics and we follow a rolling programme to ensure complete national curriculum coverage. Teaching staff collaborate in our approach to the planning, assessment and teaching of the subject throughout the school. As we are a small school and use whole Key Stage and sometimes whole school topics, the children are not always taught historical events in chronological order but through revisiting the topics and making lots of links between them, children are able to establish clear narratives within and across the periods they study.

As well as bespoke lessons, other cross curricular opportunities arise regularly and we see evidence of this in books, displays and photographs. For example, using timelines and understanding the passing of time have clear links to Mathematics. When we learn about different past civilisations and their empires we use maps, atlases and plans which link to geographical skills. The links between religion and historical events will be explored in Religion and World Views. Art and Design and Technology work is inspired by our historical studies. We believe in the importance of children understanding how we know what the past was like through looking at a range of primary and secondary historical sources appropriate to their learning.

### Teaching History in the Early Years

In the Early Years, historical concepts and ideas relate to the Statutory framework for the Early Years Foundation Stage 2021 statement and outcomes for Understanding the World. Learning experiences are planned and facilitated through the use of both the indoor and outdoor environments using Development Matters 2021. These objectives can be seen below.

3 and 4 Year olds		Reception	
Begin to make sense of their own life-story and family's history.	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family	Comment on images of familiar situations in the past.	Practitioners can present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

		<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
<p><b>Early Learning Goal – Past and Present</b>          Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>			

Characteristics of Effective Learning:

Within History the characteristics that may support future learning are:

<p><b>Playing and Exploring</b></p>	<p><b>Development Matters</b>          Respond to new experiences that you bring to their attention.</p>	<p><b>Birth to 5 Matters</b>          Showing curiosity about objects, events and people.          Engaging in open-ended activity.          Showing particular interests.          Pretending objects are things from their experience.          Representing their experiences in play.          Taking on a role in their play.          Acting out experiences with other people.</p>
<p><b>Active Learning</b></p>	<p><b>Development Matters</b>          Begin to predict sequences because they know routines. For</p>	<p><b>Birth to 5 Matters</b>          Showing a deep drive to know more about people and their world.</p>

	example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.	Showing high levels of involvement, energy, fascination. Paying attention to details.
<b>Creating and thinking critically</b>		<b>Birth to 5 Matters</b> Making links and noticing patterns in their experience Developing ideas of grouping, sequences, cause and effect.

The 'Curiosity Approach' provides the opportunity to set up historical provocations for the children to explore and develop their learning through play. The children will also participate in a weekly Understanding the World session where new historical vocabulary and concepts can be introduced linked to the unit title. To facilitate this learning the teachers may use first hand observations and visits, discussion, stories, non-fiction texts and videos.

### Supporting Teaching and Learning of History

In History, as in other foundation subjects, we use Knowledge Notes and Knowledge Organisers. The use of these allows teachers to make reasonable adjustment for pupils with SEND / EHCP to help make sense of the content. Oral Rehearsal of knowledge and answering questions allows pupils to formulate and practice responses before recording or writing these down. Pathways enable pupils to record and verbally share their knowledge and understanding, removing the pressure of extended writing.

### Furthering the Teaching and Learning of History

During our History work, children are given the opportunity to visit different sites of historical significance to help them retain historical knowledge and skills, such as dressing up as Romans and marching along Hadrian's Wall, holding a Tudor Banquet at Naworth Castle, exploring Lanercost Priory in the context of the Border Reivers or the Tudors, investigating the Neolithic stone circle of Long Meg and her Daughters and a trip to Belfast to learn more about the Titanic.

We encourage visitors and people from the community to come into the school and talk about their experiences of events in the past. Our aim is to make these experiences memorable for the children so that it deepens their understanding. Many of our visitors come in character to help bring the subject to life, we have been visited by the Tudor

Kitchen ladies, Bjarni the Viking, the 'Unsinkable' Molly Brown, Tommy from World War One, Elsie from World War Two and Lady Catherine Howard.

## *Assessment of the Teaching and Learning of History*

Assessment of History is both formative at the point of learning, as well as summative to feed forward to future learning. The recording of History assessment is multi-faceted, and whole class feedback and marking principles can be used. Evidence points towards feedback being most impactful as near to the point of learning as possible.

At the end of each unit a quiz is undertaken individually by all children in Year Two up. Year One children will complete a quiz as a team with annotations being made by an adult. This quiz allows adults to explore the vocabulary and skills learned during the half term, and assess progress towards the curriculum objectives. In the Early Years, carefully chosen images are used at the end of a unit to generate conversation and ideas about the unit to assess the children's knowledge and progress.

An End of Unit Evaluation Sheet will be completed by all the pupils and the class teacher, and the data added to the whole school assessment tracker.

## *The Impact of Teaching and Learning of History*

By the end of Key Stage 1, children should be able to use words relating to the passing of time and a wide vocabulary of everyday historical terms. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should be able to ask and answer questions, choosing and using parts of stories and other sources. Pupils should understand about changes within living memory and significant national or global events. They should know about the lives of significant individuals in different periods who have contributed to national and international achievements and significant historical events, people and places in their own locality.

By the end of Key Stage 2, children should have developed a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children should be able to answer and devise historically valid questions about change, cause, similarity, difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical



information. They should understand how our knowledge of the past is constructed from a range of sources.

Children should know about:

- The changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study
- An aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece - a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history