



Intent: Why do we teach this? Why do we teach it in the way we do?

At Coberley, we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

We aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

We use the Trivium model to teach history. These characteristics are:

- **Knowledge:** An excellent **knowledge and understanding** of people, events, and contexts from a range of historical periods and of historical concepts and processes. This is evidenced by key knowledge for each history topic.
- **Dialectic:** The ability to **think, reflect, debate, discuss and evaluate** the past, formulating and refining questions and lines of enquiry. These are the historical skills required for each year group.
- **Rhetoric:** The ability to **communicate ideas** confidently in a range of styles appropriate to a range of audiences.

Implementation: What do we teach? What does this look like?

History will be reviewed in Summer 2021, which included pupil questionnaire, analysis of results, resource audit and lesson observations. The following provision is currently in place.

Teaching & Learning

- The school has a detailed history **curriculum map** illustrating the topics taught across our classes, this includes **key knowledge** required for each topic.
- Our **characteristics of a historian** map illustrates how our children fulfil the Trivium characteristics in each year group.
- The **history milestones** map illustrates the geographical content children learn in each class.
- History is taught discretely in Class 3 but often within topics in Class 1 & 2.
- There is also a strong focus on specific **vocabulary** and a specific list of key- words has been produced for each history topic.
- Work is **adapted** to allow children to work at appropriate levels, to include SEND provision.
- Lessons are practical and creative, whenever possible.
- The **Trivium element** ensures that time is spent learning knowledge, thinking and discussion and recording information in a variety of ways.
- **Cultural Capital** is inter-weaved throughout the curriculum and teaching to give children the essential knowledge to become educated citizens.

Assessment

- We assess predominantly using formative assessments.

- We assess each history topic based on the Trivium (Knowledge, Dialectic and Rhetoric) and put assessment information on INSIGHT.
- Information about what a historian looks like in each year group allows the children to understand expectations.

Monitoring & Training

- The humanities lead attends regular courses provided by the Cluster, which share information and good practice. Information is fed back to the staff.
- Work scrutiny and governor visits ensures progress is monitored within classes and year groups.

Examples of Practice

- Class 3 children visited the Jewish synagogue in Cheltenham as part of our RE programme looking at places of worship. In addition to gaining an insight in Judaism and operation of a synagogue the children were privileged to listen to memories of Holocaust survivors. One of our children said: "I am so glad that I got to hear these stories. It makes me understand what it was really like for people during the Holocaust."
- In the Autumn term the whole-school celebrated 'Remembrance', our pupils remembered and honoured those who sacrificed themselves to secure and protect our freedom. The children explored why remembrance is part of modern British life, culture and heritage. They impeccably observed a two minute silence, explored how the poppy is a symbol of remembrance and were inspired by John McCrae's poem 'In Flanders Fields'. Some children attended the Remembrance service at St. Giles' Church and laid the poppy wreaths. We are extremely proud of our pupils, who ensured that no-one is forgotten and united to honour all who suffered or died in war.
- Recently Class 1, as part of their Castle topic were able to visit Berkeley Castles which is very close to the school and has unique links to Coberley. The children had a tour of the castle and were able to dress up in traditional costumes and imagine what it would have been like to live there. This year Year 6 accompanied Year 6 to extend their knowledge of the castle.
- When the children in Class 2 explore 'Scrumdiddlyumptious' as a topic about chocolate, they not only cook and sell chocolate as an SMSC project, they discover where coco beans are grown, explore the links to slavery and use the text 'Charlie and the Chocolate Factory' by Roald Dahl in English but also learn about the impact coco plantations in America had on the slave trade.
- In topic lessons during the autumn term the children learned all about Cheltenham and the local history of the area. They participated in debates, created their own jockey silks and painted water colours of the natural landscape showing perseverance in learning new skills.

Curriculum Impact

Using formative assessment grids to systematically assess the 3 key historical characteristics (Knowledge, Dialectic and Rhetoric) our approach ensures that children at Coberley are equipped with the historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life in the wider world. The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills in history are progressive and build year on year.

Information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in history. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. The next history monitoring will take place in Autumn 2020. Monitoring includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

Our Trivium approach and opportunities to spend quality time on historical exploration have resulted in a real passion for the subject with plenty of time spent on knowledge and investigations with a real emphasis on chronology.