



Montgomery History Statement

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Intent

The ambitious and coherent history curriculum is designed to create children ready to face the challenges of the 21st Century. It is designed to inspire, build life-skills, develop inquisitive minds, generate a love of history and highlight the relevance of how the skills acquired in history, will support them in their future career paths.

The children will gain an understanding of what history is as a subject and the reasoning behind why we study history. They will leave Montgomery with strong substantive knowledge and also gain an understanding of how historians study the past (disciplinary knowledge). Furthermore, the history curriculum ensures that pupils develop their chronological knowledge (mental timelines), as they are exposed to a variety of different time-periods (many are taught in chronological order to support understanding). They also get the opportunity to apply previous understanding of the taught time periods to help them understand what other co-existing civilisations were like e.g. the children have a strong understanding of the features of the Stone Age in Year 3 and when they study Ancient Egypt in Year 4 (a period where these civilisations overlapped) they can clearly understand the unique features of both civilisations that co-existed. This strong chronological knowledge, will help children put their achievements, for example, into perspective.

Implementation

Each history unit is explored through an enquiry question(s). During their highly influential EYFS stage, the teaching of history will incorporate many of the areas of the EYFS Learning and Development Framework. Language rich teaching, high quality texts and experiences will be at the forefront of everything the children experience. The children will get early exposure to the key substantive knowledge and vocabulary, in units that interest them and that have a degree of prior knowledge e.g. family, toys, dinosaurs, transport. This will help the children contextualise the abstract concepts of *past and present* (ELG) and prepare them for their learning in KS1 and beyond. At the same time, it is designed to stoke interest and intrigue in this wonderful subject. The children will gain an understanding of the world around them by focusing on their own family tree, offering them a sense of belonging and early understanding of locality (Prime area: personal, social and emotional development). Children will leave EYFS inspired and passionate about history. They will have gained the foundations (substantive knowledge) needed to be a success in KS1 and beyond.

In KS1 and KS2, the Rising Stars history scheme of learning is used, and sequences of learning are based on this. This has been adapted by adding substantive concepts that thread the learning together. These enrich the scheme and make it our own e.g. children understand the importance of history by campaigning to save the Exeter Roman wall, children learn about Sir Walter Ralieggh a famous Devonian, children visit Kents Cavern helping them understand that the Stone Age was in Devon!

In KS1, the focus is on children gaining secure substantive knowledge (fingertip knowledge,

chronological knowledge and understanding of substantive concepts that enable children to build on their previous knowledge). Children are still exposed to disciplinary knowledge in KS1 e.g. looking at primary and secondary sources of information to build historically valid opinions. Many of the units are based within living-memory, recent history (19th/20th Centuries) and local history. This enables our children to connect history to their own lives and known surroundings e.g. oral history from a local resident who went to Montgomery and witnessed the changes in the area during the 1960s. They will also be exposed to units that are not within living-memory (Guy Fawkes, The Great Fire of London). The history curriculum at Montgomery has substantive concepts that thread through all of the units from nursery to Year 6 and these have been designed to help children build their substantive knowledge as they progress at our school. These concept threads support all children to understand new learning in different contexts. This enables the children at Montgomery to create secure mental models/schemas that allow them to access future, more complex learning. The substantive knowledge and disciplinary knowledge taught in KS1 will help propel the children into delving into the more complex KS2 units of learning. In KS2, children build on their understanding of the substantive concepts that have been taught in KS1 and this enables them to understand new learning, often in different contexts. In KS2 many of the British History units are in chronological order, representing a long-term coherent narrative across history. This enables children to gain a secure understanding of 'our' history and helps build their chronological knowledge.

The history curriculum ensures that all children are exposed to a linear timeline format, starting in EYFS, embedding the understanding of the chronological nature of time and later helping children understand that concurrent civilisations were co-existing (so comparisons can be made). Furthermore, high quality vocabulary is repeated. This is consolidated and then built upon as the child moves through the school. This high-level vocabulary starts in EYFS, focusing on the conceptual understanding of the word 'past'.

Assessment will not just be at the end of a unit and solely focus on 'fingertip' knowledge, but be continuous, with the aim to improve outcomes, whether that is within a teaching sequence or to tweak future planning to continually improve; never accepting the status-quo. Teachers understand that as the expectations of the complexity of knowledge progresses, security of previous knowledge must be secure for them to build on this. Hence, the importance of continual assessment tools throughout a unit of learning.

Furthermore, the curriculum is fully compliant with the NC14 and coverage has been mapped out to ensure this.

Throughout the child's journey at Montgomery, progression of knowledge is key, and more complex tasks rely on the security of previous knowledge. This is why the curriculum is sequenced with opportunities to revisit learning, retrieval tasks that embed learning, substantive concepts that link previous and future learning and assessment (knowledge and disciplinary knowledge) that tracks progress and understanding. The subject is taught half-termly, as in-depth study, is prioritised over superficial learning. This is then complemented by retrieval sessions that enable learning to enter the long-term memory.

At Monty, children's history learning is accessible to all, and adaptations will be made if needed to cater for this. In many units, pre-teaching texts (history association recommended) offer basic understanding of a unit before it has been taught to help build prior learning, creating strong foundations for all to be successful e.g. children in Year 4 read Mary and the Riddle of the Sphinx in Autumn 1 and then study Ancient Egyptians in Autumn 2.

Impact

History will build children's schemas in order for them to make sense of future learning in KS1, KS2 and into KS3. It will help make them feel empowered and connected to their locality. Teaching history will equip pupils with knowledge about diverse cultures (representing the unique nature of our school and building cultural capital e.g. Windrush), both national and international, give children an understanding of their place in the world and offer them answers and the analytical skills needed to make their own accurate conclusions to questions that they might have. It will help enable them to become well-rounded adults, that learn from their mistakes (by understanding mistakes made in the past) and make the world a better place to live. It will encourage pupils to develop critical thinking skills, research skills that they can apply in any subject and enable them to ask inquisitive questions.

Links to Whole School Curriculum Vision

As children progress through Montgomery, history will have a variety of first-hand experiences that bring the subject to life. There will be a range of visits to their local area, where they can carry out observations and see history. Children also get to study history in our locality. Children will experience visitors, who inspire them about future career paths. The above, all generates interest and a connection to the subject as it is closely connected to their known space.