



Love for History



Intent

At Leonard Stanley we want our children to **love history**. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. 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 Knowledge: **Chronological, Substantive and Disciplinary knowledge**. The history curriculum has been carefully crafted so that our children develop their historical capital. 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.

SEND

We teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We do this by developing a good understanding of each individual and adapting lessons to ensure that they achieve.

Assessment

Assessment is ongoing process throughout each lesson with opportunities for misconceptions to be addressed quickly.

Feedback and planning sheets are used by the teacher to assess and inform next steps, as well as End of Unit assessment sheets.

Assessment Data is collated and interpreted using our whole school assessment program, Insight.

Our Curriculum

We want our pupils to have big ambitions and high expectations of themselves. We want the children to work hard and show **resilience** to achieve and be **proud** of their achievements. We have a strong sense of **community** and we aim to create a curriculum that truly meets the needs of our children living in the Stroud Valleys, which is **creative** and provides them with essential knowledge (Cultural Capital) in addition to a **respectful** understanding of **equal opportunities** (protected characteristics), **British Values** and **SMSC** (Social, Moral, Spiritual and Cultural education). We want to drive and shape a curriculum that is inclusive, broad, rich, exciting, and balanced, which enables each individual child to develop academically, emotionally, creatively, socially, physically, and to be **kind**. Our curriculum will enable the children to acquire **knowledge**, express their opinions, reason, and debate-thinking; and apply knowledge and skills learned in a wide range of meaningful contexts.

Implementation

- We use Kapow as our primary history resource. In our weekly history lessons, you will see:
 - A clear **learning objective**
 - Explicit teaching of new history **vocabulary**
 - Acquisition of new history knowledge, that build upon **prior learning**
- The school has a detailed history curriculum map illustrating the topics taught across our classes, this includes key knowledge required of each topic.
- History is taught discretely in KS1 and KS2
- There is also a strong focus on specific vocabulary and a specific list of keywords has been produced for each history topic
- Work is adapted to allow children to work at appropriate levels, to include SEND provision
- Lessons are experiential and creative, whenever possible

Impact

We have a clear vision of End Points at the end of each key stage (EYFS< KS1 and KS2) and the knowledge we would like the children to know, divided into chronological, substantive and disciplinary knowledge. We want children to leave Leonard Stanley with a good knowledge, an enjoyment in the subject and a thirst to learn more.