



SIR JOHN SHERBROOKE JUNIOR SCHOOL

HISTORY

Intent

At Sir John Sherbrooke Junior School the History Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

It will **PROVIDE** children with a clear pedagogical structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all.

To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

The curriculum **ENRICHES** learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Year 3 through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our Pupil Parliament and Take Care Leaders.

History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values, encouraging them to show compassion and show responsibility.

Profound Personal Development will be the heart of all teaching and learning where children are taught to Take Care of themselves, each other, their work and the world around them. Our Take Care Values are central to our conversations with all stakeholders, and this allows children, staff, parents and governors to work together to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**

Implementation

History is taught through topic work, as part of a whole school topic-based approach to teaching and learning or as stand alone units/lessons (e.g. Black History Month). This enables teachers to forge cross-curricular links, giving meaningful context to the children's learning, which is then reinforced in their English and other curriculum work. History is taught through at least 2 topics each year:

Year 3/4 cycle A	Where We Live / Bespoke topic	Stone Age to Iron Age	Ancient Egyptians
Year 3/4 cycle B	Where We Live / Bespoke topic	Mayan Civilisation	The Romans
Year 5	Where We Live / Bespoke topic	Ancient Greeks	Anglo Saxons
Year 6	Where We Live / Bespoke topic	Children of WW2	Vikings

Each topic builds on previous knowledge, understanding and skills and enables children to move onto the next stage in their learning. Children learn new knowledge and build on the use of a variety of different historical skills from year 3 to Year 6. This learning also building on the previous targets covered at the infant school.

Year 3/4 work on a two year cycle, due to mixed classes, covering their year group expectations within the topics/lessons covered.

At SJS, the children build on prior KS1 learning and the children extend their knowledge and understanding. Lessons are engaging and varied to inspire the children's interest in different historical periods, giving all children 'real-life' experiences and opportunity to work like Historians. Children carry out historical inquiries by researching to answer their own or pre-planned questions. They are encouraged to use a range of historical tools to collate information about a period or event in history, and then present their findings in a variety of ways.

As with all of our lessons, every child is planned for and lessons are differentiated appropriately including lessons for children with SEND. They will be accessing the same content but through differentiated activities and resources, with the UP2 target stickers ensuring that learning is never capped and children have the opportunity to access all levels of learning.

Learning targets are progressive. They are taken from Focus Education's targets grids and adapted to suit the needs of our SJS students. In order to ensure the key aspects of learning are retained, there are non – negotiables targets that must be covered and then other targets that should mostly be covered. These allow for flexibility within the curriculum for teachers to enable their lessons and learning best suits the needs of their specific class/year group each year.

Impact

At Sir John Sherbrooke Junior School we want our History curriculum to impact the way our children appreciate the World around them and the impact history has had on them today. We feel the way we implement History within our topic-based curriculum encourages curiosity and enthusiasm for the subject and helps our children realise the importance of understanding the historical events that have impacted the way the world is today. Our hope is that their enthusiasm and engagement in history is something they will continue to find importance in as they leave us for secondary school and beyond.

Teachers assess children's development in History by making on-going observations, questioning and discussion during lessons and feedback on work produced. The use of UP2 stickers in most lessons allows for clear assessment and ensures no child has their learning capped, they all have the opportunity to extend their learning at any stage. The children's topic books and our year group Teaching, Planning and Assessment documents (TPAs) are used to evidence the children's knowledge and understanding of key concepts, their ability to apply key vocabulary, skills and a range of recording methods.

Teacher Assessments are recorded every term (3x a year) on the History TPAs, where the children's progress in History is tracked and monitored. They are used to inform planning and support future learning to close gaps in the children's knowledge. In addition, Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group.

Knowledge organisers and end of unit star quizzes are being developed and starting to be used within geography, to allow for deeper assessment and knowledge retention.