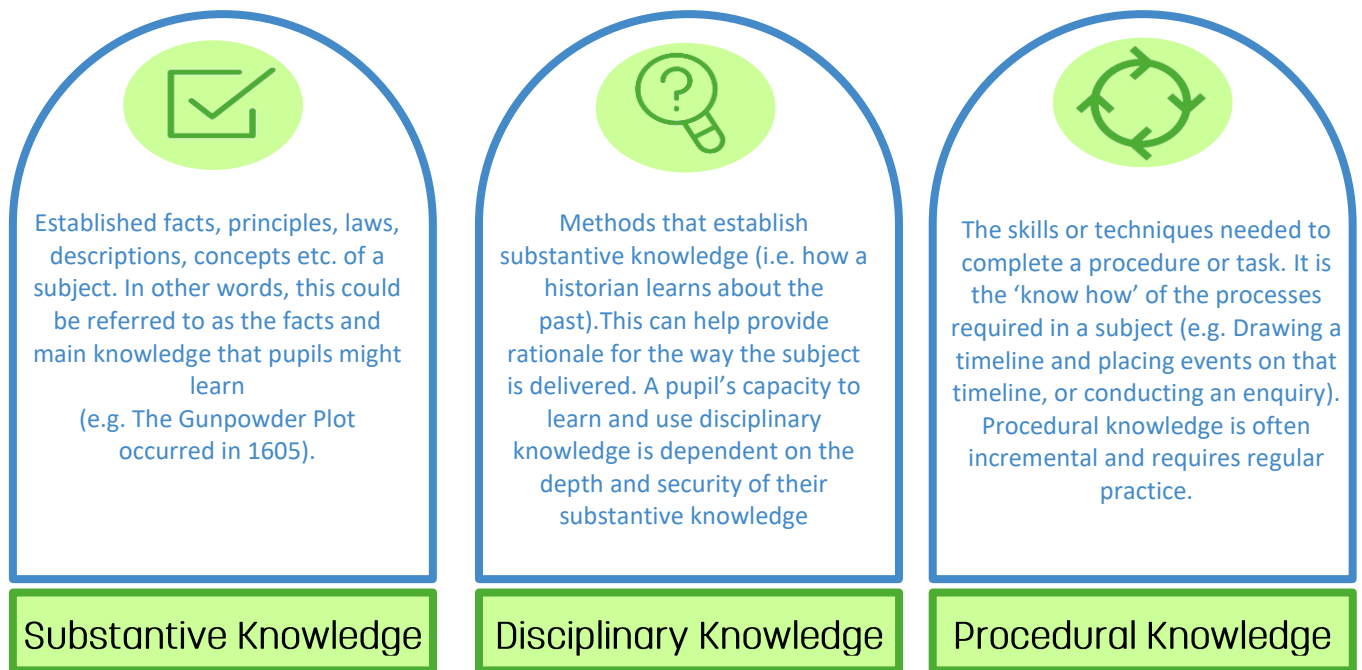


Principles of Teaching and Learning

At The Coombes CE Primary School, we ensure that our curriculum design places rich subject-specific knowledge at the heart of all learning. When planning our curriculum, we recognise that there are different types of knowledge that contribute to effective learning and the distribution and intersection of these differs between each subject.

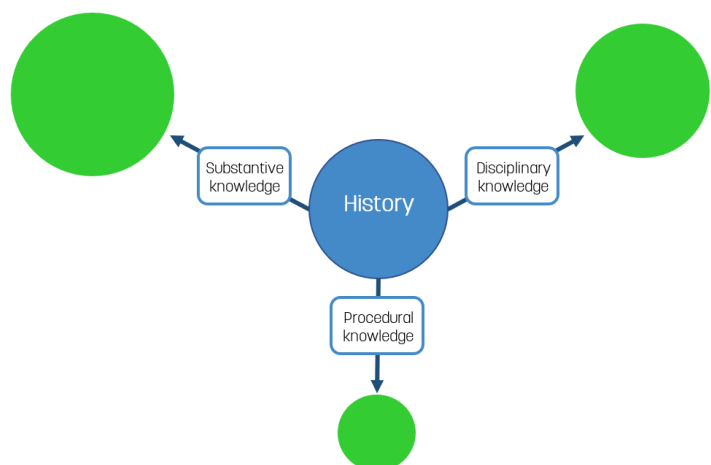
The pedagogical subject-specific approach to teaching and learning considers each knowledge type and is therefore essential in both planning and delivery, ensuring children make connections with prior learning within and across subjects, creating deeper learning experiences. Using this approach to our curriculum ensures children at The Coombes are able to confidently recall, use and apply knowledge across all subject areas, whilst also developing a love of learning and to grow and flourish in all stages of their education in our school.

The three types of knowledge



Knowledge distribution

We recognise that different subjects have different weightings of substantive, disciplinary and procedural knowledge. This infographic highlights what we consider to be the ratio of each form of knowledge within this subject:



Our History Vision

History at The Coombes Church of England Primary School engages and enthuses children to learn about the past. Our curriculum allows pupils to learn about key periods of history and the lives of significant individuals in the past, developing an understanding of the effect on society in the United Kingdom and across the world of historical events. Pupils will develop an understanding of different methods of historical enquiry, considering ways in which history was recorded, as well as the use and critique of this evidence. Our enquiry-based approach to history at The Coombes CE Primary School inspires children to develop a deep curiosity about the past and how it has impacted the present.

Curriculum structure

History units are taught using blocking, with one covered every term. At the start of each unit, teachers use retrieval practice, knowledge organisers and existing skills to revisit prior knowledge and ensure children make historical connections within and across different time periods. Alongside a range of sources (primary, secondary and tertiary) such as photographs, articles and artefacts, we plan and use progressive subject-specific vocabulary and aim to deepen understanding through questioning.

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression from unit to unit and year to year. In History, our concepts are as follows:

Chronology	Change and Continuity	Cause and Consequence	Similarity and difference	Historical Significance	Sources and interpretations of evidence
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Key Stage 2

Key Stage 1

Early Years Foundation Stage

Throughout EYFS, children are taught to understand what history is and begin to understand that there are different ways in which people remember events which often means different things are recalled.

In KS1, children experience learning which allows them to question historical decision and impact, understanding how events in history were viewed by different people at the time (e.g. The Suffragettes). They also begin to experience concepts of institutions (Government, Church, Monarchy) and how these institutions contributed to the significant events they are learning about.

Throughout KS2, children develop further chronological knowledge, understanding the concept of the duality of events and how key events in history have occurred at the same (or crossover) periods of time. By the end of KS2, children have started to develop an understanding of the wider societal and personal impact of historical decisions by individuals or institutions and how these have affected societies and future decisions.

We plan and sequence units based on the National Curriculum objectives. Our units are not taught chronologically as there are key concepts and themes that lend themselves more suitably to older pupils as they are more complex.

Early Years Foundation Stage

In Early Years Foundation Stage (EYFS), our Reception pupils learn about themselves and their families, beginning to understand that events occurred in the past. Pupils learn to question the past, drawing on their own experiences and become curious about key historical events. Pupils will learn about key events within the calendar, linked with British Values. Pupils learn key vocabulary allowing them to describe events chronologically.

Key Stage 1

In Key Stage 1 (KS1), pupils are taught to ask and answer questions and use specific sources to learn about key events in history. As well as developing knowledge about significant historical events or people, the children will develop their understanding of perspective.

Key Stage 2

In Key Stage 2 (KS2), pupils build on the enquiry skills they have developed in KS1 to enable them to devise and answer historical questions and construct informed responses, which they have developed themselves. They will have knowledge of how to use a range of sources and think critically about drawing conclusions from them.

To complement the curriculum, there are visiting workshops, themed class events and educational visits, which enhance pupils' understanding and provide varied learning experiences.

Milestones and assessment opportunities

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit, assessing the key historical skills within new contexts of history.

Vocabulary

Tier 2 and Tier 3 vocabulary that is specific to each historical time period or event is planned and delivered over each unit, building a bank of both words and knowledge items linked to their definitions, over time. This vocabulary is a core part of our knowledge organisers, and is specifically taught and referred back to.

Cross curricular links

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, Eco / Forest School and Rights Respecting Schools.

It is also important to understand how subjects can work with each other, so there are specific links to other subjects outlined in the Unit Maps.

Impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (PITA grids and Target Tracker)
- Book scrutiny
- Monitoring of lessons and planning (including from governors and external validation e.g. TKAT or WBC)
- Pupil conferencing

Supplementary support

We utilise the following support within our curriculum for this subject:

- History.org subscription
- TKAT subject network meetings
- Local historians/ historical groups
- Key Stage History subscription