

### Statement of Intent

At Linton Primary School we believe that children make progress in history by knowing and remembering historical content through a structured, whole school approach that builds cumulative sufficiency. We recognise that:

Learning is a change to long-term memory;

Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage an ambitious body of procedural and semantic knowledge.

At Linton Primary School, our History curriculum is based on the National Curriculum and Chris Quigley's Essentials Curriculum

- Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- Curriculum breadth is shaped by our curriculum drivers, cultural capital, history topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- Our curriculum distinguishes between history topics and threshold concepts.
- Threshold concepts (please see the attached document) tie together the history topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.
- For each of the threshold concepts, three milestones (see attached document) provide a progression model.
- Knowledge webs help students to relate each topic to previously studied topics and to form strong, meaningful schema.
- Within each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The timescale for sustained mastery or greater depth is, therefore, two years of study.
- As part of our progression model, we use a different pedagogical style at each stage. We use direct instruction in the basic domain and problem-based discovery in the advancing and deep domain.

### Statement of implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps students to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time

- In early years history is taught through the children learning about the world around them in adult lead sessions and in continuous provision.
- In years one to six, children will have weekly history lessons during one half term of each term. When they are not learning history, they will be learning geography.
- Learning for Milestone 1 will be in Years 1 and 2, learning for Milestone 2 will be in Years 3 and 4 and learning in Milestone 3 will be in Years 5 and 6. In the Y4/5 class learning will be taken from Milestone 2 and Milestone 3.
- History topics in Milestone 1 focus on significant people and events such as Queen Elizabeth II, Florence Nightingale, the Great Fire of London and the First Flight (see attached whole school planning overview).
- Topics in Milestones 2 and 3 will cover significant periods of history in Britain and the wider world and will be taught in chronological order.
- Each history topic will be repeated in the second year of each of the milestones.
- Lessons will be taught using milestones and information from knowledge webs. Tasks will be set using POP tasks (proof of progress tasks).

### Statement of Impact

- Because learning is a change to long-term memory, it is impossible to see impact in the short term.
- We will, however, look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.
- We will use comparative judgement in two ways: in the tasks we set and in comparing a student's work over time.
- We use lesson observations to see if the pedagogical style matches our depth expectations.