What makes our curriculum exceptional?

1. It is underpinned by aims, values & purpose.
e.g. ***Article 29 UN Convention of Rights of the Child:*** *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

2. It develops the whole person – knowledge, skills, understanding & attitudes.
Knowledge – children are introduced to chronology and gain an understanding of time and where they are in relation to other periods of history. They learn about different periods of history

Skills – children are taught to be real 'historians' by following lines of enquiry so they are able to make deductions about the past, e.g. looking at artefacts, research skills

Understanding and Attitudes – children gain an understanding of how history has impacted on and shaped modern day life.

3. It is broad and balanced.
All aspects of the National Curriculum are covered and throughout the school the topics are taught in chronological order.
Throughout the Key stages, children:
-will gain historical knowledge of the areas studied
-historical skills (researching and communicating, understanding change, continuity, causation, consequence, similarity, differences and significance)
To make the children's learning meaningful and relevant, some year groups complete a local history study.

4. There is clear progression in subject knowledge and skills.
Teachers use progression of skills document and the 'Golden Threads' when planning their lessons.
There is a balance between historical knowledge, concepts and enquiry.

5. It is filled with rich first-hand experiences.
Staff work incredibly hard to enrich the History curriculum, e.g.
Y2 look at Samuel Pepys' diary and photos of the Crimean War
Y3 handle Stone Age and Roman artefacts
Y6 look at the Commonwealth War Grave website to learn about the names on the local war memorial

6. It is flexible and responsive to individual needs and interests.
History is taught in a way to interest the children, e.g. children make deductions from primary sources (letters, diaries, handle artefacts). They go on trips and children learn songs related to their topic. Some topics are taught via a historical enquiry, e.g. ancient Greeks.

7. It has an eye on the future and the needs of future citizens.

Children have an understanding of where they come from and what challenges people have faced in the past. They are taught how the past has shaped today, e.g. Olympic Games, Roman influences, and Saxon names. Also when talking about Remembrance Sunday, children recognise how British soldiers changed history to impact on their lives.

Children are taught the History of Digital Music.

8. It encourages the use of environments and expertise beyond the classroom.

Y3 visit the Roman town of Verulamium (St Albans).

Y4 go on a virtual tour of the Egyptian rooms at the British Museum. They are also planning to visit the local museum.

Y6 go on a virtual tour of the Benin Gallery at the British Museum

Outside agencies come into school to deliver Stone Age and Anglo Saxon workshops to the relevant year groups.

9. It makes meaningful links between areas of knowledge across the curriculum.

Links are frequently made with other areas of the curriculum, e.g.

EYFS talk about change over time when melting ice cubes in science

In Art, Y5 look at Anglo Saxon brooches and create their own designs.

In Literacy, Y3 children write adverts to persuade people to live at Skara Brae

In Art, Y4 make their own Death Masks when studying ancient Egypt

10. It has a local, national and global dimension.

History from different parts of the world are taught (ancient Egyptians, Greeks, and Benin) as well as British history. Some year groups study an area of local history.

11. It is supported by high quality Subject Leader CPD.

The History lead consulted the Hertfordshire advisor before changing the units of work taught at RPS.

She also attended a course on assessment and progression and is continually keeping abreast of new developments within the subject. Has also recently become a member of the Historical Association.

12. SMSC is embedded within the curriculum.

(See SMS Subject Statement)