



Godalming Junior School

Subject: History	Report prepared by: Agneta Roeser
Our curriculum intent for History at GJS	
<i>"I love history! The lessons make it come alive so I can imagine what life was like, comparing it to my life."</i>	
Henry, Y6	
<p>At Godalming Junior School we offer an exciting and comprehensive curriculum in History. Our curriculum is carefully designed to equip pupils to ask relevant questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. By the end of Key Stage 2 students are expected to be able to demonstrate knowledge, application and understanding of the subjects they have learned during their journey so far.</p>	
In accordance with the History National Curriculum we aim to,	
<ul style="list-style-type: none"> • Provide learners with an understanding of the chronological narrative of how Britain has influenced and been influenced by the wider world. • Teach significant aspects of the history of the wider world including everyday life in ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • Instil an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use these concepts to make connections, to contrasts, analyse trends and frame historically valid questions. Each child will be asked to create their own structured accounts, including written narratives and analysis. • Explain methods of historical enquiry, including how evidence is used with rigor to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Gain historical perspective by placing students growing knowledge into different contexts, thus understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales. 	
<p>We intend for our children to grow their understanding of the world that has existed and how the past influences life today. We do this through internal and external enrichment activities and 10richment weeks.</p>	
<p>We endeavour to teach a language rich history curriculum - it is an excellent subject for children to develop an extended vocabulary. We aim to explore specific subject related vocabulary as well as interpreting historic records that often contain words which are not commonly encountered in contemporary literature.</p>	
<p>Underpinning the aims for our curriculum organisation is the use of evidence based research and Ofsted Research Review Series to constantly check and enhance our provision in History.</p>	
How we implement the curriculum at GJS	
<p>History lessons are taught to all year groups weekly for either one or two academic terms each year. For consistency, the lessons are planned for the whole year group and delivered by the class teachers.</p>	
<p>Children are encouraged to engage in enquiries to deepen their understanding of key historical events and themes, honing their research and analytical skills. Alongside the National Curriculum, we have developed a Progression of skills, knowledge and understanding framework, which ensures that children have clear pathways of progression within their history learning throughout their time at GJS. The children are regularly reminded as to how their learning Builds On and Leads To ("BOLTS") topics taught in previous and future year groups.</p>	
<p>History units are taught chronologically (sometimes overlapping in time) to ensure children obtain an understanding of the order of historical events and make meaningful connections between them.</p>	
<p>We use our learning journeys in every lesson to demonstrate the knowledge and skills children will gain throughout the unit. Each lesson, children are presented with a compelling "big question" to ignite their curiosity and drive their exploration of historical concepts. The questions often reference change, cause, similarity, difference, and significance between events, fostering critical thinking and enquiry skills.</p>	
<p>We provide opportunities for children to apply their historical knowledge and vocabulary to written work through cross-curricular writing tasks. These tasks not only reinforce historical concepts but also develop children's writing skills and their ability to communicate effectively.</p>	
<p>Children learn a combination of substantive and procedural knowledge (the 'what' and the 'how') throughout their time at GJS and are given opportunities to collect, present and analyse data whilst scrutinising the validity of the data and reach conclusions.</p>	

To encourage and develop children's understanding of different vocabulary we have developed 'Vocabulary Webs' to familiarise and define newly encountered words. The children take ownership of the vocabulary by building their own schema based on the lessons taught: they define, they connect and they interpret the vocabulary in each topic. Teachers also model these words clearly to children and use multiple examples of how the words can be used so children understand the correct context of the language.

Children have the opportunity to go on a range of school trips including to Haslemere Museum for the Ancient Egyptians and to Godalming Museum where they are able to explore the history of the local area and carry out a local history study. To immerse children in History, we offer themed experience days; these days allow children to engage in hands-on activities and interact with artefacts, providing a memorable learning experience. Experience days include Stone Age day, Ancient Greek Day, Viking Day and WW2 day. That, coupled with the activities provided in various **10richment weeks** (for example learning about Alan Turing in **Heroes Week** or the role of Women in War in **Remembrance Week**) means that GJS children regularly engage with history in a tangible and meaningful way.

Teachers use a range of questioning and assessment tools to address and pre-empt misconceptions and deepen children's understanding. As well as this, teachers regularly assess the learning in each lesson and for each child through set tasks. Children are taught how to self-assess and peer-assess effectively in order to further accelerate their learning.

The Subject Lead monitors planning to support and ensure all topics are up-to-date and based on research. As well as this, the subject lead monitors children's work through book looks to ensure there is clear progression. By regularly checking pupils' voice we know what knowledge - and what lust for gaining further historical knowledge - that stick with the children.

"I read a book set in the Maya culture three years after having studied it in history. It was great to have knowledge of their civilisation and it made me read more non-fiction about the Ancient Maya." Harry, Y6.

The impact of our History curriculum at GJS

GJS **10richment weeks** have been very successful in teaching and extending children's understanding of the past. Children have commented on how they enjoyed varied learning opportunities in History - in particular **Remembrance Week** and **Heroes Week** are rated highly by the pupils.

Learning Journeys are successful in helping children understand their learning and its purpose. Children have reported that they know what they are learning each week and how they have developed their conceptual understanding of the unit studied.

There is clear opportunity for progression; this is reflected in the children's books. When self-assessing and / or peer-assessing, the vast majority of children regularly comment on how confident they are with factual understanding and procedural learning.

Children tell us how school trips have helped develop their learning and that they have been highly engaged. Whilst capturing pupil voice, children expressed their excitement for History and proudly share work and articulate their learning.

Through the assessed tasks and class discussions and debates, it is evident that children reach their potential in history: they speak eloquently, with evidence of their knowledge and skills, often expressed using the new vocabulary.

Following twice-yearly data drops in all foundation areas, this allows the subject lead to scrutinise content of the curriculum, the pitch and expectation of activities and overall aims of units of work. This is then fed back to colleagues to make slight alterations to ensure the curriculum is fit for purpose each year.

Review 2024-25

Intent	Implementation	Costs	Actual Impact
To continue to explore effective and purposeful writing opportunities within units across the school	>Review curriculum to extend writing curriculum and utilise 'space and time' within humanities sessions to achieve this. >Align writing opportunities within humanities to coverage within the English curriculum.	Time	<i>Improvement in writing continues to evolve e.g. diary entries from WW2 evacuees and non-chronological reports about life as an Ancient Egyptian (in History and in English)</i>
Curriculum balance of substantive and disciplinary knowledge across the school.	>Joint learning walks and monitoring to be carried out with subject lead and SLT to explore effective teaching	Time	<i>Curriculum balance continues to evolve and improve throughout the school with a greater alignment and consistency between disciplinary and substantive focussed sessions</i>

Action Plan for 2025-26

Intent	Implementation	Costs	Projected Impact
To ensure history is 'language rich' in every topic and each year group.	>Draw up a vocabulary web template for each year group, with increasing number of key words. >Allow 3 min at the end of every lesson (plenary) to add to the Vocab Webs, initially teacher led, but with increasing independence.	PRT, CPD, teacher planning time	Increased use of historical vocabulary, when writing and when discussing. Extended understanding of connections between concepts, locations and timeframes.
To embed writing as part of the assessment process, alongside practical methods to assess knowledge gained.	>Allow at least one cross-curricular writing opportunity in each topic, assessed for historical knowledge as well as English writing skills. >Vary the ways of assessing the skills and the substantive knowledge in each unit.	PRT, marking time	Establish data flow to evidence learning. Improvement in writing (in History and in English).