



Knowledge and skills: Introduction

At Sonning, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

1. Knowledge refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. knowing capital cities or names of countries/continents), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

2. Skills refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. using equipment accurately to measure rainfall or temperature changes). Skills are often incremental and require regular practice. It is about being able to know how to actually demonstrate that skill or procedure.

Building strong foundations for the years ahead with knowledge and skills

KNOWLEDGE

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Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

This can be framed as the statements 'To know how to...' or 'I am able to...'.

KNOWLEDGE SKILLS

SKILLS

“Skills” refers to the techniques required to complete a procedure or task.

It is the 'know how' of the processes required in a subject (e.g. throwing a ball, drawing a timeline and placing events on that timeline, or conducting an enquiry). Skills are often incremental and require regular practice.

It is about being able to know how to actually demonstrate that skill or procedure.

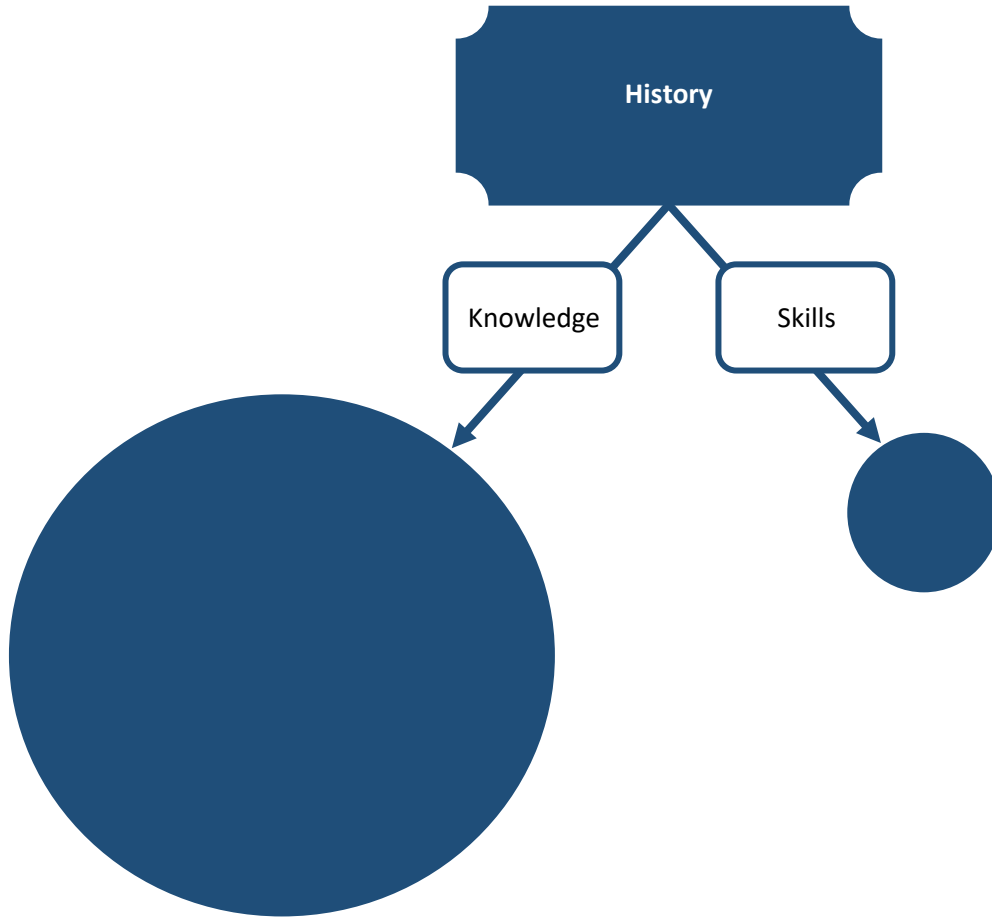
This can be framed as the statements 'To know how to...' or 'I know how to...'.

Sonning's Infographic on Knowledge and Skills



Knowledge distribution

We recognise that different subjects have different weightings of knowledge and skills. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



Our vision

History at Sonning 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, considering the concepts that run within and across units of study, and the ways in which that history was recorded. Pupils will develop an understanding of different methods of historical enquiry, including the use of evidence. History at Sonning Church of England Primary School allows children to understand and consider life in the past and the effect on others throughout history and today.

Early Years Foundation Stage (Acorn class)

In the Early Years Foundation Stage (EYFS), history-related learning is primarily embedded within the Understanding the World area, particularly in the strand Past and Present. Children are encouraged to talk about their own lives, the lives of family members and significant events, developing an awareness of change over time and differences between past and present. This lays the foundation for the National Curriculum for History in Key Stages 1 and 2, where pupils build on this early understanding by studying historical events, significant individuals and broader themes such as chronology and historical enquiry. The EYFS focus on storytelling, discussions, and exploration of artefacts supports key historical skills, such as sequencing events and recognising cause and effect, which are explicitly developed further in primary history education.

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Curriculum Vision: History V4



Key Stage 1 (Beech and Chestnut classes)

In Key Stage 1 (KS1), pupils develop an awareness of the past and its influence on the present. The curriculum focuses on significant individuals, events and places that have shaped history locally and globally. Pupils learn about changes within living memory, such as technological advancements, to help them understand the concept of time and chronology. They also explore events beyond living memory, including the Great Fire of London, to develop historical enquiry skills. Additionally, they study the lives of significant individuals, such as Rosa Parks or Sir Tim Berners-Lee, comparing their achievements and impact. Local history is also covered, encouraging pupils to understand how their own community has changed over time. Through these areas, pupils begin to develop key historical skills, including asking and answering questions, recognising different sources, and using timelines to sequence events.

Key Stage 2 (Fir, Holly, Maple and Oak classes)

In Key Stage 2 (KS2), pupils develop a chronologically secure knowledge and understanding of British, local and world history. The curriculum is structured around three key areas: British history, world history and historical concepts and enquiry. Pupils study British history from the Stone Age to 1066, followed by an in-depth look at a post-1066 theme, such as the impact of World War II. They also explore significant ancient civilisations, including Ancient Greece, and the Maya, as well as non-European societies. Throughout, pupils develop skills in analysing historical sources, considering different perspectives, and making connections between historical events. They learn to use historical terms accurately, construct informed responses based on evidence and understand key concepts such as continuity and change, cause and consequence, and significance. These studies provide a strong foundation for further historical learning at secondary level.

Building strong foundations through experiences

To complement the curriculum, there are visits from experts, themed class events and educational visits, and local area visits, all of which enhance pupils' understanding and provide varied learning experiences.

Curriculum coverage

At Sonning, we follow the National Curriculum for all our subjects. To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where in our Unit Maps a statement or section is covered within our strategic documents and planning.

Curriculum structure

Units are taught using blocking, with one covered every term (usually, one unit takes approximately 1 half term, but this is flexible). This allows time to go into depth in a unit, but having one unit per term ensures the time between units does not adversely affect the ability to build on prior skills and knowledge. We use retrieval practice, knowledge organisers and other methods to ensure that pupils are prepared for their subject and focus on the right objectives during lessons. Subject-specific vocabulary is taught and we aim to deepen understanding through questioning.

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. Therefore, we teach units based on the objectives we aim to cover, and to help children understand the expansive nature of history. Later in the school, we cover the concept of the duality of events and how key events in history have occurred at the same (or crossover) periods of time.

Our Unit Maps provide the overview for each subject's unit of lessons for a topic. This includes the following:

Knowledge taught / prior knowledge

Knowing what core substantive knowledge to teach, as well as prior learning which we can build on, is essential to ensuring clear progression and depth of understanding in a subject.

Milestones and assessment opportunities

Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity

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This is covered in more information below as part of the 'Assessment' section.

Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Our key 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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Vocabulary

As part of our focus on oracy, we have developed a list of Tier 2 and Tier 3 vocabulary to cover within a unit. This vocabulary also links into our knowledge organisers, so that the pupils have access to this essential vocabulary. The vocabulary required in each unit is also part of a wider vocabulary progression document that we have produced.

A knowledge organiser, in line with our school's format, is shared with pupils from the beginning of the unit and referred to throughout lessons to help embed key concepts and vocabulary.

Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in the Unit Maps. However, it is important to note that this does not detract from the focus we have on teaching each unit as part of a discrete subject.

Links with our values, spirituality and organisations

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, spirituality and OECD and UN objectives.

Assessment

When assessing progress, we use a range of methods and opportunities:

Formative assessment

Teachers use AFL strategies on an ongoing basis so that misconceptions can be identified and addressed at the earliest point. It is used to assess pupils' knowledge. Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, adaptations and address misconceptions within that lesson, or for the next lesson.

Children are given opportunities to retrieve information and to demonstrate their learning throughout each unit of learning. Each unit includes opportunities for retrieval practice which can be used to reinforce and revisit both learning and vocabulary. These questions are also used as part of retrieval practice, and prior learning will be revisited throughout lessons or units, checking recall of previous lessons. This could be through oracy or written tasks.

Summative assessment: 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. These milestones are derived from the National Curriculum to ensure that staff know the key component knowledge and skills required for pupils to experience progress and success. These are mapped out for coverage and breadth in a separate document.

Measuring impact

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

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- Pupil data tracking (Sonar and other internal tracking methods)
- Work scrutiny
- Monitoring of lessons and planning (including from SLT, governors and external validation, e.g. TKAT)
- Pupil conferencing.

When evaluating our curriculum, we also ask ourselves the following questions:

Do we provide a high-quality curriculum and inspires pupils?

- To what extent do our children show independence, resilience and high aspirations in the subject?
- To what extent does our curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality resources and artefacts?

Do we ensure pupils know more, do more and remember more?

- To what extent do children retain the knowledge learnt?
- To what extent does the curriculum build over time?
- To what extent do children make progress against milestones over time?

Does our curriculum allow oracy development and the opportunity for pupils to collaborate?

- To what extent does our curriculum teach quality language?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

Is our curriculum inclusive?

- How well is learning broken down and scaffolded in the subject?
- How well is assessment used to inform planning in the subject?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

Do we help our pupils become better people in the wider world and prepare them for life in Modern Britain?

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?
- To what extent does offer opportunities to utilise the skills of the wider community?

Supplementary support

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

- History.org subscription
- TKAT subject network meetings
- Local historians.
- Active members of the 'Mr T does History' Facebook group and the use of his published materials.