



CURRICULUM STATEMENT: History

Our Curriculum Intent for History

The key characteristics that we have identified, and that we believe, will make a good Historian are:

- Taking part in lesson 'experiences' with artefacts and props that make learning memorable, fun and 'sticky'.
- Children exploring questions using sources and reflecting regularly on the answers to these questions.
- Having a continually developing understanding of time and how different events are ordered.
- Understanding and using specific and age-appropriate historical vocabulary.
- Discovering about, studying and comparing a range of civilisations and historical periods.
- Understanding why certain people made a significant impact in history.
- Understanding how historical people and events have impacted and influenced on the world today.

We believe that History should be an exciting adventure of discovery. Each lesson should pose a question and children will explore and try to answer these questions. They should have chance to discuss their findings and explain reasons for answers they have given.

Our Curriculum Implementation for History:

Our History curriculum is taught in themes and these are led by a sequence of questions a 'Learning Journey'. Each question guides the exploration for answers and the consequential use of skills. Learning will often be experiential and children will have the opportunity to discuss and investigate the question during lessons and then draw conclusions about what they think the answer is. The teacher will guide and gauge understanding using our agreed assessment tools (outlined below). They will alter teaching and planning accordingly from their findings.

Each history theme is introduced with reference to the chronology of previous topics (including those from previous years). The key knowledge and skills that children acquire and develop have been mapped with reference to our 'Core Learning' to ensure progression between year groups and throughout the school.

Key vocabulary will be referenced each lesson and through the use of our assessment tools we will measure the retention and understanding of this vocabulary and alter teaching and planning accordingly.

Opportunities to teach in a Cross-Curricular way are sought to make learning more immersive and 'sticky'. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified. Use of local artefacts, such as the use of maps and photographs, also support contextualised learning.

Our Curriculum Impact for History:

In our school we have a set of assessment tools that we use across all Foundation subjects. We believe that they have maximum impact on teaching and learning outcomes with a minimum demand upon staff workload and pupil wellbeing.

In *History* we:

- **Share the Curriculum 'Learning Journey'** – *do the pupils know what they are doing and why they are doing it and where it 'fits in'?*

- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Is the learning embedded?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson?*
- **Use ‘the checks’ to adjust teaching and learning** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in *History* it will be relevant and impactful.

Our 3 agreed approaches to assessment in *History* are

1) At the Planning Stage

Teachers refer to the Progression Map for *History* and consider not only the current year group expectations but also make themselves fully aware of previous learning and the expectations of what comes next.

Prior learning is assessed at the start of a new unit or work i.e. ‘Do you remember in Year ? when you did/learned about/found out about?’ We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

2) The Learning Journey

Teachers share The Learning Journey for each unit of work in *History*; this includes questions that are to be answered throughout the unit of work with unit-specific vocabulary that must be used/taught and the Core Learning expectations. It is referred to at the start and end of each lesson to make sure the questions are answered and the vocabulary is embedded.

3) Photo Books

Each class has a Photo Book; it is used to ‘capture the active learning’ that the pupils have undertaken’.

We know that our pupils are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. ‘Do you remember when...?’

Our 3 agreed assessment tools in *History* are:

A) Flashcards:

We use these to engage ‘active recall’ through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

B) Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class ‘team’ quizzes. They are ‘low stake’ i.e. they are not considered to be the ‘be all and end all’ of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

C) Exit Tickets

These are used at the end of a teaching and learning session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

Marking and Feedback of our pupils' learning also enables us to provide effective feedback to pupils on their learning performance. We can give recognition and appropriate praise for achievement. It helps us identify effective strategies and 'next steps' for improvement; it helps inform future planning.



Our 4 C's

At the core of our learning.