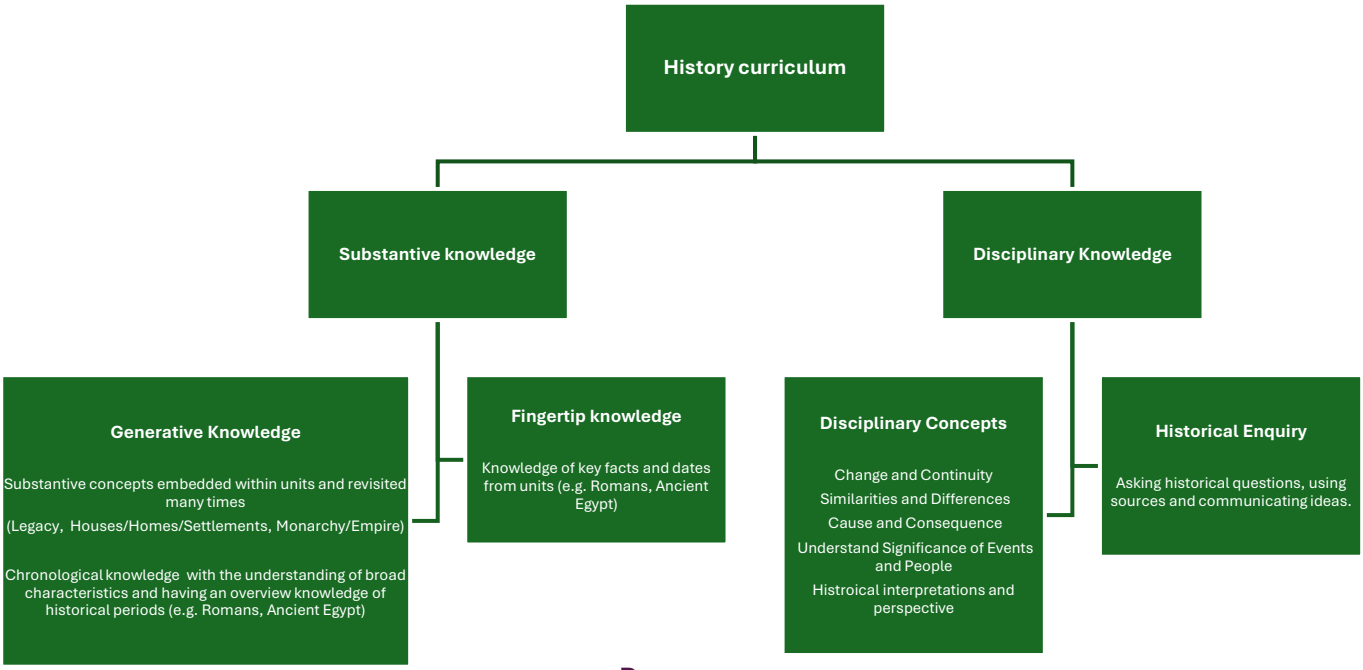
‘History on a page’

Planning

- We have a vertically planned history curriculum designed for all children to build chronological understanding, substantive knowledge (key facts), and disciplinary skills (enquiry and interpretation) from EYFS across KS1 and 2
- Children will be exposed to all requirements of the National Curriculum through the National Curriculum Programme of Study.
- Lessons are planned using Developing Experts curricula and resources

Teaching

- History is taught in blocks. In EYFS and Key Stage 1, these lessons are taught as whole-class lessons and are enhanced within provision. In KS2, the lessons are taught whole class.
- Lessons are knowledge based to grow foundational knowledge. Children are given opportunities to learn through hands-on experiences, inquiry-based learning and through independent research.



Purpose

- Pupils are made aware history is essential for equipping them with practical life skills such as critical thinking, problem solving, analytical skills, communication, decision making, empathy and cultural awareness.
- Where appropriate, lessons make local links as well as national and international so children make connections and engage thoughtfully with the world around them.

Vocabulary and grammar

- Key vocabulary links to each unit of learning.
- Vocabulary is built upon so children can use prior learning to support new topics.

Resources

- Developing Experts Curricula
- I-pads and laptops.
- Handling boxes/artefacts
- Non-fiction books
- Educational visits/visitors
- Timelines
- Photographs/facsimile documents
- Local architecture
- Maps and globes
- Costumes/dressing up clothes
- Models and replicas

Assessment and feedback

- Pupils are provided with verbal feedback in every lesson; this may be individually or in groups. Effective assessment for learning in lessons allows teachers to provide in-the-moment feedback and assess progress.
- Insight tracking is used to assess children against our history objectives.

Adaptations

(Disadvantaged, SEN, Looked-after, known to social care and other barriers).

- Effective assessment for learning enables staff plan and adapt lessons to minimise or reduce barriers so that all children can fully take part and learn.
- In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments are made to include everyone. For some activities, teachers may provide a ‘parallel’ activity for pupils, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using specilised digital resources.

‘For All’