

History

Teachers will plan a cycle of lessons which carefully consider progression and depth of learning. Lessons will build upon prior knowledge to ensure that there is a clear progression in knowledge and skills throughout the school. Teachers will build in low-stakes quizzes within lessons to assess the children's retention of knowledge and skills from previous lessons. These assessments will inform future planning.

Teachers will work with the subject leader to create knowledge organisers for each history topic. These knowledge organisers will include age appropriate vocabulary and knowledge which all children should master. They will also include low-stakes quizzes to be taken at the start and end of a unit of work to assess children's start and end points. These knowledge organisers will be passed up to subsequent teachers so that each teacher has a clear overview of the prior knowledge of all learners.

Throughout each topic, children will be assessed formatively using Milestone skills. These statements will be used to challenge greater depth pupils. These assessment statements must be clear on planning. Along with the Milestone skills, the end of unit knowledge organiser quiz will be used to provide a summative assessment of the pupil's development in knowledge and skills within History lessons.

Teachers will include the four historical concepts within their planning for each topic. The four concepts will be discussed within lessons and will be used to form historical enquiries within topics. Periods of British history will be taught chronologically to ensure that children develop a coherent understanding. Years 1-6 will also focus on the history of our local area throughout different eras. This will enable children to recognise the rich history of their locality and to understand how the past has shaped our local environment.

Teachers will promote a language rich History curriculum to develop the children's use of age-appropriate historical vocabulary. Teachers will consider which topic related texts are used within English lessons and are available within classroom libraries to further develop children's awareness and use of topic related vocabulary. Lessons will be both engaging and purposeful. Teachers will carefully consider what the learning intention and outcome of each lesson will be. Lesson intentions

will be shared with pupils at the start of each lesson, which will help them to reflect on their own learning and progress. High quality resources (including technology) will be used wherever possible. Teachers will ensure that high standards of English skills are maintained within written work and will consider cross-curricular maths and P4C opportunities.

Trips and visitors will be used to enhance the learning experience of all pupils. Working walls will be used to show timelines, key aspects of learning and to exemplify terminology and vocabulary. Children will sometimes be asked to research aspects of their learning independently. This may be independently or as part of a group. This allows them to take ownership of their learning and provides opportunities to work collaboratively.

