

History



Intent:

Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The children at Castlemorton CE Primary School study a range of significant people, periods and events that occurred in British and international history. These include: Ancient Egypt, the Celts, the Romans, the Mayans and the Norman Conquest. The history curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality; for example studying the Norman Conquest through the motte and bailey tump next to the school. As the children progress through the years, their History learning delves deeper and further into the past. Throughout each key stage the learning starts with the children; their ideas, questions and interests. Links and comparisons to our lives, in the present day, are explored.

Implementation:

A two yearly cycle of topics is planned as an overview of teaching and learning. This is reviewed, adapted and can flex with the needs of the children. As part of the planning process, teachers plan the following:

- An elicitation task – to determine a starting point for lesson planning. This can check the children's general knowledge about a history topic or prior learning
- A knowledge organiser which outlines key knowledge (including vocabulary) supporting children to 'know more'; used as an aide memoire and to support retention and recall.

- A cycle of lessons for each subject, which carefully plans for progression of skills and depth of understanding. Key questions and key skills make up the sequence of learning. Children use the key questions as a starting point for their own enquiry and opportunities are built in for children to reflect on their learning.
- A low stakes quiz used during and/or after a cycle of lessons to support learners' ability to 'know more and do more'
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Teachers may also plan trips and visits from experts who will enhance the learning experience.

Impact:

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Formative and summative assessments against key questions and expected outcomes
- Tracking of knowledge in pre and post learning e.g. from elicitation tasks/quizzes
- Pupil discussions about their learning

Verbal feedback is provided within lessons and children's work is acknowledged marked with misconceptions addressed verbally. Key spellings are picked up and this is managed carefully according to the child's needs. Formative assessments are made against key questions and these assessments inform planning, support end of unit summative assessments and end of year reports.