

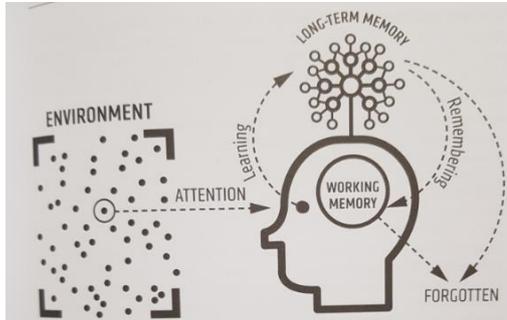


History Curriculum Delivery Document

<p>Intent</p>	<p>At Ash Grove, we guarantee that children are exposed to a progressive curriculum to help develop a love of learning for history. The History National Curriculum and EYFS are planned for and covered in full within the EYFS, KS1 and KS2 progression grids. Whilst the EYFS and National Curriculum forms the foundation of all we teach in History, we drive to ensure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary through rich experiences, literature and language.</p> <p>Progression grids and long term plans are designed to ensure that learning is sequential and developed over time and allows children to build on prior knowledge to ensure that children know more and remember more. There is a significant focus on the development of language through teaching tier 3 subject specific vocabulary.</p> <p>Our curriculum is taught over a two-year cycle (Year A and B) and within phases (Early years, year 1/2, year 3/4 and year 5/6). Our progression grids support us to ensure that each phase is using appropriate historical skills and building on their previous knowledge from the previous year.</p> <p>We use the Reach Curriculum at KS2 and PlanIt at KS1 to ensure full curriculum coverage and give children the best opportunity to understand history. New history themes are launched through a hook to engage children's interests. After the initial 'hook', children will then be immersed within this theme for the remainder of the term. Throughout the theme children will have opportunities to independently research, form opinions and be exposed to historical resources.</p> <p>This allows the children to have ownership over the curriculum, form their own opinions and lead their own learning in history.</p>
<p>Implementation</p>	<p><u>Pedagogy:</u> To ensure that children know more and remember more we use a pedagogical approach when teaching history. Daily review is used to develop vocabulary and quizzes are used to remind children of previous learning and activate prior learning. New information and knowledge is introduced in small steps. Questioning is used to check understanding and develops overtime to support children to make connections, give opinions and apply their historical knowledge. Models are used to support children to write in an historical manner.</p> <p><u>Resources:</u> To ensure that the children get the best support in lessons, children have access to various resources to help them find out more. In our classrooms we have Ipads and computers (which are rotated through the different classes), children have opportunities to use these to research and facts about their topics. Through these opportunities in the classroom children are able to explore and evaluate what it is we are teaching them.</p> <p>Children also have access to historical texts that are in our reading corners, these are related to our topic for the term so children can read these for fun to get them interested in history in their own time that they have to read.</p> <p><u>Delivery method:</u> Children are involved in their own learning and input is not only one way. In lessons children have chances to talk to one another about their opinions and we look and explore what the children have said to see whether they understand what it is we are teaching. Smartbooks and drama are used to express history in a fun and exciting way.</p> <p><u>Learning walls:</u> In every classroom we use working walls which enable children to refer back to key vocabulary and knowledge all the time. These walls develop overtime with the pupils input and are used to scaffold pupils thinking. The impact of this is that the knowledge and vocabulary become embedded in pupils learning.</p> <p><u>Knowledge organisers:</u> Knowledge organisers are used within lessons for pupils to refer to in the lesson. They are used to prompt prior learning and review.</p>
<p>Impact</p>	<p>Pupil voice will show that children can talk about their historical knowledge using the correct vocabulary. They will understand history over time and be able to make connections between different periods they have studied. They will also be able to talk about concepts over time such as invasion, building on their learning in Y3 and Y4 about Romans and Vikings making links in Year 5 and Year 6 about modern invasions.</p> <p>Children will understand what a historian is and the skills of a historian. They will be able to talk about fact and opinion and also concepts such as bias.</p>

How do we ensure that knowledge gained is transferred from working memory into long term memory?

Staff in school have based their strategies on Rosenshine's principles in action (bridging research and classroom practice):



What do our lessons look like			
<u>Introduction</u>	<u>Teaching input</u>	<u>Pupil activity</u>	<u>Ongoing assessment</u>
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Strategies identified	What do we expect to see in our History lessons?
Daily review	Academic or history vocabulary that has been taught will be modelled throughout daily review, alongside revisiting key facts through activities such as mini quizzes.
Present new materials using small steps	Short term planning activities break all material down into achievable, repeatable steps to build children's confidence, competence and retention. Historical facts are shared and remain on display to support and scaffold learning.
Ask questions	Questions help students practice new information and connect new material to their prior learning. The teacher would question children around the specific historical knowledge and vocabulary they have been using in this and other modules. They would use questions to check children have understood and learned the key information.
Provide models	Expert teachers / peer models identified in the learning would exemplify the specific skills / knowledge required for the task. Where teachers are not confident to provide expert models, this is looked at in the regular history subject skills audit organised by the history leader.
Guide student practice	Successful teachers spend more time guiding students' practice of new material. It will be forgotten unless time is given for rehearsal. We revisit historical knowledge in the three themes over and over again, allowing children lots of chance to practice. This is always guided and supported by expert teaching.
Check for student understanding	Checking understanding at each point can help students learn the material with few errors. We would expect to see tasks / skills broken down into very small chunks, with regular assessment checking from teachers throughout.
Obtain a high success rate	In history, we would expect to see that a skill is successfully taught before moving on. For example, if teaching interpretation, enquiry and using sources, we ensure that children can use a wide range of sources as a basis for research to answer questions and test hypotheses, before asking them to devise historically valid questions and hypotheses of their own. We take our time to achieve consistent success.
Provide scaffolds for difficult tasks	The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. So, for example, children may progress from high levels of adult support and resourcing to them becoming more proficient to independently undertake tasks within historical themes. Writing in history will be scaffolded using models and writing frames that show children how to write as a historian.
Independent practice	Students should have the opportunity to practice regularly and independently to transfer the knowledge into their long term memory. For example, when children learn the skills of analysing and using sources, we revisit this over and over again, allowing this to practice this independent.
Weekly and Monthly Review	Students need to be involved in extensive practice in order to develop well connected and automatic knowledge. Weekly reviews can take place in history lessons, where teachers return to knowledge learned in a previous unit, and following a period of forgetfulness the children use that knowledge again. Monthly reviews are planned in by the class teacher, where children undertake a task using knowledge from a previous unit after a month. We refer to the class chronology (timeline) on a regular basis.



History overview

We check that we cover all aspects of the national curriculum (see below).

KS1:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

KS2

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



Assessment and work recording strategies

Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

Collection of work: Children upload their outcomes where appropriate to the “See Saw” collection system. This enables subject leaders to review the work for each class, checking against the appropriate knowledge progression and planning documentation. In hand with pupil voice, this enables us to see how pupils are knowing more, remembering more and that knowledge is revisited on a regular basis.

Frequently asked questions about History

- 1) How does prior content prepare pupils for current learning?
 - a. *History is broken into three domains: Computer Science; information technology; digital literacy. These are revisited every year, with lessons that build on previously taught skills, knowledge and vocabulary.*
 - b. *Teachers work from a progressive plan of academic and subject specific vocabulary to ensure children acquire the vocabulary they need to succeed.*
- 2) What should pupils already know, and does this build on it?
 - a. *See the academic and subject vocab, and the progression of knowledge grids.*
- 3) Are content choices and activities appropriate for the subject?
 - a. *Lesson structure and delivery is planned around Rosenshine’s research (10 step model see above)*
 - b. *Content is planned to relate to knowledge progressions and the national curriculum.*
- 4) Does assessment check that the necessary components are learned, and how do you respond to what assessment is telling you?
 - a. *Assessment is built into the lesson – allows teachers to easily implement next steps and challenge for differing outcomes*
 - b. *Assessment without levels – measuring every child’s progress.*
- 5) How do you ensure your subject staff have the expertise to deliver your curriculum, and what support is there for non-specialists?
 - a. *We deliberately target NQT and inexperienced staff with additional CPD and coaching sessions when designing our curriculum – this is planned around a regular audit. The History leader audits staff needs annually, and works with the CPD providers to ensure it meets staff needs and any needs identified in monitoring.*