

Intent

At LFADM we are historians! We inspire children to love history and to aspire to be museum curators, archaeologists or conservation officers. Through the teaching of history we stimulate children's interest and understanding about the past and have designed our history curriculum to enable children to develop the following essential characteristics:

- ✓ An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past, the local area and the wider world;
- ✓ The ability to think critically about history and communicate ideas confidently to a range of audiences;
- ✓ The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- ✓ The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- ✓ A respect for historical evidence and the ability to make critical use of it to support their learning;
- ✓ A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- ✓ A developing sense of curiosity about the past and how and why people interpret the past in different ways.

The history curriculum

We use Cornerstones Maestro and the National Curriculum as the basis in sequencing key concepts and knowledge; a detailed overview of each project is highlighted in the history subject narrative section.

We follow a two year mixed age curriculum and the history overview highlights which historical projects and content are taught when. This has been mapped out alongside curriculum experts at Cornerstones to ensure there is correct coverage of history across all year groups.

At LFADM, we study history in the autumn and summer terms as the driver subjects and there are elements of history in the spring term geography projects.

Focus actions for 2021/2022

- ✓ Ensure there is correct coverage and breadth across all year groups of history being taught by using the National Curriculum and Cornerstone Maestro guidance as support.
- ✓ Ensure curriculum planning is fit for purpose and has all the necessary active ingredients to cater for needs of all learners.
- ✓ To implement a fit for purpose QA cycle to monitor the quality of LFADM's history curriculum.
- ✓ Evaluate and enhance available resources

Implementation

- ✓ A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to History.
- ✓ History is the main 'driver project' in the autumn and summer terms in every year group where it is taught once or twice a week.
- ✓ In the spring term where geography is the 'driver topic' there are elements of history within each topic.
- ✓ A clear pathway of knowledge and skills is mapped out to ensure the correct knowledge, skills, pitch and expectation across all year groups.
- ✓ In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.
- ✓ At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- ✓ Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is to support children with their acquisition of knowledge and is used as a reference document.
- ✓ Learning journeys within each classroom reflect the lesson sequence with high quality examples of children's learning shared.
- ✓ Planned cross curricular links support children's wider understanding and application of key subject knowledge.
- ✓ In the Foundation Stage the Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. The Cornerstones Curriculum builds upon this through its topics. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day and through activities such as growing plants, observing the passing of seasons and time, reading books/stories and looking at photographs of their life and of others. Staff encourage investigative behaviour and raise questions such as, 'What do you think?', 'What will happen if..?', 'What else could we try?', 'How might it work?' Use of language relating to time is used in everyday routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

What does our planning include?

- ✓ Progression of knowledge and skills.
- ✓ Do Now and retrieval.
- ✓ Lesson sequence - how this lesson fits into the bigger picture of the project.
- ✓ Knowledge organisers.
- ✓ Learning objectives
- ✓ Active learning opportunities

What approaches to T&L do we use?

- ✓ Quizzes
- ✓ Retrieval opportunities at the beginning of each lesson
- ✓ Partner/group talk during whole class teaching.
- ✓ Each topic sequence begins with a memorable experience
- ✓ High-quality visits/visitors

How do we provide feedback for our children?

- ✓ Live marking is a strategy used by teachers and LSAs.
- ✓ Verbal feedback and written marking in books to recap key learning point or extend learning.
- ✓ Opportunities for self and peer assessment.
- ✓ End of project quizzes to check that children have remembered.

Key resources in school

NC documents, Cornerstones Maestro platform, progression of skills outline, a developing bank of resources for each history topic

Adapted approaches to learning

Teachers have a range of strategies to use for individual children, for example: templates, word banks, guided activities, grouping of children, use of ICT

How do we evaluate the impact of T&L?

- ✓ A reflection on standards achieved against the planned outcomes
- ✓ Triangulation of planning, books/displays, discussions with staff and pupil voice to identify standards, strengths and areas for improvement
- ✓ Evaluation of content being covered for the next time this is taught