



## History

<b>Intent</b>	<p>The history curriculum is designed to ensure all National Curriculum objectives are covered with the right balance between knowledge and skill. We teach history through a cross-curricular approach by making links between our reading, writing and literacy work and other areas, if applicable. This is with the intent of ensuring children can make meaningful links between knowledge that has been taught in class and knowledge that is taught in other forms such as through literature (in both fiction and non-fiction). As well as connecting knowledge together, our intent is to ensure children learn historical skills alongside the knowledge. For example, if children are learning about Roman battle techniques, can they acquire the knowledge whilst comparing and contrasting? As well as this, historic learning is made purposeful through the introduction of the big question and the end of topic 'showcase'.</p> <p>The history curriculum is vertically integrated and progressive to ensure learning builds on previously learnt knowledge and skills. Retrieval learning helps to ensure pupils retain learning throughout their time at Windhill. Therefore, within this subject, knowledge should be built upon instead of being taught in isolation. We aim to ensure knowledge taught in Y1 isn't forgotten by the time they reach Y6 through an increase in tracking, communication and purposeful learning. Our curriculum is designed on a 2-year cycle, meaning content and skills are covered throughout their phase and built upon through each phase. This is with the exception of some skills and knowledge as they taught in every aspect of the history curriculum (chronology, comparing and contrasting, use of sources).</p> <p>Due to our demographic, we aim to meet the needs of all pupils by ensuring the historic knowledge and skills are within their grasp while also widening their experiences of the world beyond their locality. Due to most of our children having vocabulary as a learning barrier, we aim to push this through teaching history along with an emphasis on rich lexis. We ensure there is a focus on our locality to ensure they have a basis for further knowledge. As our locality is familiar to children, we aim to deepen their knowledge of this area to open their eyes and encourage them to think of this area in a different regard. Due to our curriculum design, and the introduction of retrieval practice, children revisit skills and knowledge throughout their time here therefore making it more accessible for children.</p>				
	<b>Underpinned by</b>	<b>High expectations</b>	<b>Chronology</b>	<b>Comparing and contrasting</b>	<b>Vocabulary</b>
	<p><b>All</b> children are expected to succeed and make progress from their starting point.</p>	<p>Teachers ensure that children are aware of where each topic sits within history, ensuring children apply knowledge from previous learning and historical topics.</p>	<p>Children draw upon numerous sources and pieces of evidence to build a picture of what life was like at the moment in history. Children use inference skills as an aid to do so.</p>	<p>Ambitious vocabulary is taught explicitly and is expected to be applied as appropriate.</p>	<p>Children are exposed and encouraged to participate in a variety of relevant experiences to enhance their learning.</p>

<b>Implementation</b>	<p><b>Raising the Profile</b> Staff deliver assemblies which cover a range of historical issues and events such as; Black History month, Remembrance Day and the lives of significant individuals. As well as this, Black History month is celebrated on a 2-year cycle.</p>	<p><b>Introduction of themes</b> The progression of themes document ensures that themes taught throughout school are vertically integrated meaning the skills and knowledge are built upon within each phase. This ensures that children have a depth of knowledge delivered to them in a concise and meaningful way.</p>	<p><b>Introduction of 'Big Question'</b> Each scheme of work is designed to answer a question which relates to the main themes of each topic with the aim of children confidently completing a final task to demonstrate this learning.</p>
	<p><b>Schemes of Work</b> Schemes of work have been implemented, trialled and reviewed throughout the last 2 years to ensure they are robust and consistent throughout school.</p>	<p><b>Retrieval Learning</b> There is an expectation that retrieval activities will be woven throughout the history topics to ensure that vocabulary and knowledge sticks and is embedded into long term memory. This is supported through verbal questioning, written activities and vocabulary sheets to continually assess children's understanding.</p>	<p><b>Knowledge Organisers</b> Knowledge organisers have been introduced to support the teaching and learning of History topics. This gives the children a clear overview of the topic area through, pictures, diagrams and definitions.</p>
	<p><b>Additional support</b> To support children with SEN and the bottom 20% for literacy, we ensure that history isn't solely linked to academic skills and children have the opportunity to showcase their skills in different ways e.g. through practical lessons, drama and discussions, most of which is evidenced in Big Books.</p>		

Impact	<p><b>Raising the Profile</b>  From <u>pupil voice</u>, it was evident children could recall knowledge from our Black History days. Children have an increased awareness of other historic events.</p>	<p><b>Introduction of themes</b>  <i>Children will begin to make links between knowledge from previous key stages.</i></p>	<p><b>Introduction of 'Big Question'</b>  Lessons are sequenced around a big question meaning learning is more focused and deeper, as shown in <u>book looks</u> and in the new <u>schemes of work</u>.</p>
	<p><b>Schemes of Work</b>  Consistency is evident in <u>books looks</u> as staff are all following the same teaching sequence. Coverage of skills and knowledge is evident.</p>	<p><b>Retrieval Learning</b>  Children have opportunities to recall previously learned knowledge, meaning vocabulary and knowledge sticks.</p>	<p><b>Knowledge Organisers</b>  Staff and children are aware of what is coming up within this topic. Knowledge organisers are used as an aid to ensure knowledge transforms into long term learning.</p>