



History Curriculum

Curriculum Intent

At Farnsfield St Michael's, History is taught mainly through a topic-based approach. We teach children to become open minded and enquiring thinkers. We work together to provide stimulating workshops within school and first-hand experiences in the local and wider environment.

From the Early Years children are taught the importance of their families and where they come from. As children move through school they will learn and develop key skills in order to ask questions and seek answers about the past. They can find information using a variety of historical sources, assessing their validity, and drawing their own conclusions. Children are encouraged to seek out evidence and find clues left by those who came before us. They explore the history of their community before branching out to the wider locality, Britain, and the world. Chronology is key to understanding the lives of historical people and the impact that we still see in the modern world.

Children also learn key facts about significant people and events from the past, broadening their knowledge and applying their skills as historians. Older children will ask questions about the lessons learned from the past, both good and bad, and how they can use these to make an impact in the future.

We enhance our classroom-based learning through visits, workshops and residential experiences.

Curriculum Implementation

	EYFS	Year 1 - 6
<p>Pedagogical Approach and Strategies</p>	<p>Teaching and learning should reflect whole school pedagogy, as well as effective EYFS practice (including continuous and enhanced provision).</p> <p>Different strands</p> <ul style="list-style-type: none"> -Chronological understanding -Knowledge and understanding -Historical Enquiry -Organize, evaluate and communicate information -Historical Vocabulary <p>Learning in parallel F2 classes should mirror each other – linked to the block of learning.</p>	<p>Following the 'Discover' aspect of the whole school curriculum.</p> <p>Teaching and learning in History should follow the whole school model of best practice and include:</p> <ul style="list-style-type: none"> New learning broken down into small steps, using effective explanation, modelling and guided practice; Models, including worked examples and 'thinking aloud'; Scaffolds for difficult tasks; Effective questioning that allows time for thinking and improving upon given responses – use 'hands down' approach to ensure participation by all; Informal and formal assessment opportunities, regularly check for understanding – 'What have you understood?'; Guided practice before independent practice; Allow children to obtain a high success rate (appropriate level of challenge); Regular review of previous learning. <p>Learning in parallel classes should mirror each other – linked to the block of learning. However, individual classes could have individual lessons designed for them if assessment identifies the need e.g. additional lesson on a learning objective if you feel as though it has not been met by majority of children.</p> <p>Follows the statements on the History progression document.</p> <p>History will follow four different strands.</p> <ul style="list-style-type: none"> -Chronological understanding -Knowledge and understanding

		<p>-Historical Enquiry -Organize, evaluate and communicate information</p> <p>Evidence of depth and challenge in History, linked to the big question.</p> <p>Trips/visitors should be carefully planned for the Discover term to enhance the curriculum. e.g. Newstead Abbey (Victorians in UKS2), York residential (Romans, Anglo Saxons and Vikings in LKS2), Partake Theatre visit (KS1)</p> <p>PurpleMash and outdoor learning should be key parts of teaching and learning in History.</p>
<p>Timetabling</p>	<p>Focus in Autumn term but continually provided for through UTW and other provision.</p> <p>History activities to be planned for and carried out in the outside learning environment as much as possible.</p> <p>Children to be given opportunity to talk about what they notice (using accurate vocabulary) and make connections in the continuous provision.</p> <p>Provision to be focused on the current History topic.</p>	<p>History lessons primarily taught during the 'Discover' section of the curriculum. This will be in the Autumn term. In order to cover the whole curriculum it may be necessary to deliver some aspects of History in the 'Create' and 'Explore' terms.</p> <p>Teacher judgement will be required to determine how much History should be taught per week. The progression document knowledge and skills need to be taught in depth. Some aspects may be able to be taught in one session, some may need an afternoon or more than one session in a week.</p> <p>What If lessons should be 2 whole afternoons per week or the equivalent.</p>

History across and outside of the curriculum	<p>Comes through in any historical events that we celebrate as a school/nationally e.g. Queen’s Jubilee Comes through and connects to ‘Explore’ and ‘Create’ aspects of curriculum also</p> <ul style="list-style-type: none"> - Create – Ancient Greeks (UKS2) - Create – Neil Armstrong, Katherine Johnson and the moon landing, Captain Cook, Ibn Battuta (KS1) - Explore – Mayans (UKS2) 	
Vocabulary	<p>Every class will have a list of appropriate vocabulary for History. Choose appropriate vocabulary to display on topic display. Ensure this is referred to throughout lessons. Accurate vocabulary to be used in class discussions/lessons and in books.</p> <p>One strand of the History curriculum is ‘Historical vocabulary.’ This includes a brief list of vocabulary for each year group. These are progressive and detail new vocabulary that must be taught each year</p> <p>Staff must expect children to use the correct vocabulary in verbal and written responses. Children encouraged to use accurate vocabulary through feedback responses.</p>	
Expectations for recording children’s work	<p>Tapestry observations of outside environment learning and history in the continuous provision.</p> <p>Photographs in books/floor books</p>	<p>WALT to be written underneath the full date and underlined with a ruler Majority of work recorded in What If books. Work can be evidenced using What If display and in floor books.</p> <p>Practical lessons/discussion based lessons can be evidenced in floor books – children can annotate or label. Aim to limit number of worksheets – variety of lesson types.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and punctuation</p>
Expectations for marking	<p>Children get constant, immediate feedback verbally in line with marking and feedback policy.</p>	<p>Teachers to at least acknowledge work with tick. Comments written when appropriate to develop understanding and knowledge i.e encouraging the correct vocabulary. Comments should also promote depth and challenge. Teachers to mark in green pen.</p>

		<p>If written feedback given that requires response, then time must given in the next lesson for children to respond.</p> <p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
<p>Curriculum adaptations (including children with SEND)</p>	<p>All children, regardless of need, should have relevant adaptations made to ensure that they can access learning in History. These adaptations may include:</p> <ul style="list-style-type: none"> • the use of picture cues/symbols as necessary, • having targeted group/collaboration/paired work where appropriate, • additional levels of scaffolding/modelling, • different/adapted equipment where required, • level of challenge appropriate to child’s age and developmental stage, • adult support if required. 	
<p>Expectations for absent children</p>	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>	
<p>Environment</p>	<p>Quality resources for independent access</p> <p>Interactive activities</p> <p>Outside environment with resources and equipment</p> <p>Topic display</p> <p>Key vocabulary on display and on learning intention cards in continuous provision.</p>	<p>Resources should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Timeline on display in each classroom with relevant dates/events attached</p> <p>Visible ‘What If?’ display in classroom with current topics</p> <p>Vocabulary on display</p> <p>Examples of children’s work</p> <p>Books in book corner that are related to the topic.</p> <p>History scrapbook in main entrance to showcase learning across school.</p>

EAL provision	<p>Visual support and/or bilingual dictionaries with images will help EAL children to show their understanding in this area of learning. (Many dictionaries have clearly presented sections/pages which can be easily referred to by both children and teachers).</p> <p>Translations made of Powerpoints and other resources using translation tools or dictated and translated by TA.</p> <p>This could also be shared with parents to encourage continued learning at home in first language.</p>
Homework	<p>Homework will not always be necessary.</p> <p>Homework/research task may be given in preparation for new topic.</p> <p>Homework may be sent out during topic if extra research is required</p>