

Subject-History

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<u>Intent</u>	What is this subject like at Egerton Primary School	In History, the curriculum has been organised so that all statutory content, highlighted in the National Curriculum 2013, is covered across the school, from EYFS to Year 6. As a school we used the NC to ensure all aspects of the History Curriculum was covered. We looked at the coverage and the chronological order of events and eras. It was also taken into consideration a child's ability to understand some complex events and impacts that events had on our lives moving forward. Taking all this into consideration, we came up with our school scheme of work. A progression of skills document was created and agreed by the staff, and then each teacher has then used these documents as a vehicle to plan and deliver our History curriculum across school. Throughout the year, children will complete two different History topics which teach them a wide range of historical knowledge and skills. Children are provided with regular opportunities to access enrichment through educational visits and school visitors. Our intention in History is to help all children to develop their geographical knowledge, skills and confidence; to inspire a curiosity and fascination about the world and its people, past and present, which will remain with our children for the rest of their lives; and to help our children to develop an interest in history, through learning about their own history, local history and significant people and events of the past.
<u>Implementation</u>	What do we prioritise when teaching this subject?	The History Curriculum is a broad and ambitious curriculum across school. The whole History programme has been mapped out and History coverage has been divided up equally across all classes, throughout the school. In the teaching process, all teachers will build on the children's prior knowledge of the History curriculum, ensuring that the non-negotiables from the knowledge organisers are repeated. The mapping out of our history curriculum has been done so that there is no repetition of work. Instead there is a sequence of knowledge that happens across school, that is referred back to over each year through spaced-retrieval, and distant-retrieval activities. EYFS – Children will learn about the lives of people around and their roles in society, know some similarities and differences between things in the past and now and understand the past through settings, characters and events. KS1- In KS1, children will learn about a number of subjects over a wide time frame. This includes changes in recent memory to national life or events that are beyond memory. KS2 - Children will continue to develop a chronologically secure understanding of British, local and global history. Through this, children will be able to recognise contrasts and trends through time.

		To ensure children develop this understanding, a range of history topics are taught at KS2. Over the school year, all classes take
	How do we ensure pupils succeed in this subject?	We teach History following the NC standards for the curriculum. Egerton staff have mapped out a progressive curriculum, where areas (e.g. invaders) and shared across the classes. ALL areas are covered and revisited over the year groups, and links between topics are included to ensure links between topics, eras and events are made across the classes and the key stages. All lessons are carefully linked to ensure with first quality teaching, support, scaffolding and high quality resources that children will receive all that they need to succeed. Children are assessed after each lesson to allow the teacher to support children further in areas that they may have found challenging. These end points cover all the NEED TO NOW objectives on the Knowledge Organisers, and that are included and planned for from the progression of knowledge and skills documents drawn up.
	What does feedback look like in this subject?	All learning in History is to be marked in line with the school marking policy. Children are asked further questioning so that they are given to opportunity to expand on their understanding of a concept further in more detail and depth. This is then used to demonstrate how they have improved their work, How they have responded to teachers comments or completed corrections from the lesson. During the course of the lesson, instant feedback may be given to correct, explain or extend the individual child where appropriate. Verbal feedback may be given to an individual or group to address a misconception or to extend their understanding. And written feedback may be given for the children to respond to clarify, add, amend or extend some work they have completed in the lesson.
	How is retrieval practice structured in this subject?	Where appropriate, children complete a retrieval activity during each History lesson. All these objectives have been mapped out in our History Retrieval document. This retrieval in practice are completed as starters during History lessons, and the children complete them and use their understanding to ensure they keep this knowledge in the longer term memories. Each retrieval activity links to one of the following: previous half-term project, (Retrieval) or Historical topic from the previous year (Spaced retrieval), all set out in the progression of knowledge document.
	How do pupils with SEND access the curriculum?	Breaking the learning into smaller steps supports the majority of children to keep up with the pace of learning. Some children access additional and different support, with their individual SNA. The curriculum has been sectioned into what ALL children need to know and then what is Neat to know. SEND children will address the NEED to Know curriculum objectives, stated on the Knowledge Organisers. Widgets are also used to support the children's understanding, reading and answering of the questions asked in the lessons. See the adaptive History document for further details

	How do we plan in this subject?	Teachers follow the NC topics, set out in our overview for the school. The objectives are covered by the knowledge of History document, with a list of all information and facts about each topic. The progression of skills is also there to run alongside these lessons, so they are linked and the children complete tasks over the weeks from both documents. All teachers are expected to follow the yearly overview, which states what topic/unit should be covered each half term. Planning must include the following non negotiables: • Subject objectives, from the KO, Progression of skills - Progression of knowledge • Retrieval questioning/explanations etc. • Key vocabulary Planning for each lesson with each of the above strands are planned for and saved onto the network of a string of Individual lesson plans for anyone to see.
<u>Impact</u>	What does success look like?	Children are confident and are able to talk about what they have learnt in history using subject specific vocabulary. Children have an enjoyment of history and are able to recall their learning over time. Children complete good quality work that showcases sequential skills and knowledge. The children will be assessed on the NEED to KNOW objectives on the KO, and graded 3-GD, 2-ARE, 1-WT. These are recorded on the data spread sheet for all the see.