



History Implementation.



Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs

SAFE	HERE	INSPIRED	NEIGHBOURLY	EXCELLENT
Progression	Assessment	Enquiry-Led	Differentiation	Planning
<p>How EYFS prepares chd for the National Curriculum. In EYFS, the children are introduced to the concept of history through their own understanding of their own lives. It is embedded and described as journey thus giving the children the sense of progression. They explore this as part of 'Understanding their world'. As the children continue in their journey, key concepts of chronology are introduced and the idea of time is embedded. Children begin to use second order concepts such as similarity and difference when looking at their lives and how they have changed from babyhood into childhood. Children are taught to see change and continuity when looking at their own lives.</p> <p>Moving from Reception into KS1 When the children move into KS1, they begin to develop a sense of history beyond themselves. By looking at changes within living memory, children begin to understand that their personal history is reflective of a wider, shared history. Through discussions with their peers, children develop links between the personal history of their grandparents and the wider community. As they move through the key stage, the children begin to explore the chronology</p>	<p>How we assess key elements. Skills are continually taught and assessed at Castercliff. Throughout the lesson, the teachers and teaching assistant are acutely aware of the historical skills that are being employed during that lesson. Children's verbal and whiteboard answers are assessed through formative assessment (AfL). When in discussion, staff move around and engage with the different groups. This ensures that they listen as well as develop the learner's dialogue, staff assess the content of what the child is actually communicating. Skills are also assessed through the learning that is recorded in books. Where needed, same day feedback is given and misconception and misused skills are addressed.</p>	<p>How opportunities planned are for. History topics have planned for opportunities that allow children to practice and develop their enquiry skills alongside developing their understanding of the discipline of history.</p> <p>Where suitable, children will have a trip or visitor to ensure that their learning is 'brought to life' and children have the opportunity to become 'hands on historians'. We feel that it is imperative that children have the opportunity to develop and explore skills that they may not have the opportunity to do outside of Castercliff. As part of our pledge, Pendle Education Trust promise that every child will have the opportunity to visit a museum and art gallery during their time with us. This is important</p>	<p>More Able learners Children who have the potential to be or who at Greater Depth are supported to develop further their understanding through multiple means. At Castercliff, we utilise questioning to push children to consider things in different ways and from different perspectives. Furthermore, through differentiation of resource, we may ask children to explore and interpret different historical sources to elicit an understanding of the concept and/or period that they are studying. In addition to this, children who are Greater Depth will be given different questions or expectations to reach higher understandings. Furthermore, the children are encouraged to create their own historically grounded questions. Where appropriate,</p>	<p>Long Term Plans Long term planning is used to ensure that History fits into a broader topic and promotes links between various strands of learning. History planning ensures that the learning is layered through the year, ensuring that prior knowledge and skills facilitate positive starting points and good attainment in current learning. Subject leader mapping ensures history progression through the year groups</p>

History Implementation.

<p>of history further once they are secure with changes in living memory. The children use key figures from history to explore second order concepts as well as beginning to sow the seeds of disciplinary learning.</p>	<p>Children's knowledge is continually assessed throughout the lesson and throughout the output that is seen in books as well as evidence that is recorded on Seesaw.</p>	<p>so that children can see genuine historical examples of the things that they have learnt about in class. . .</p>	<p>children will be given the opportunity to further explore there questions, although this is not always within the class learning time.</p>	
<p>Explicit Examples of Progression In terms of historical knowledge, the children in Key Stage one develop their understanding of the historical locality. Specifically looking at famous figures from the locality and the history of it, they develop their understanding of homes, education, industry and northern technology has impacted the community and the wider world. In addition, they look at how the area has changed.</p> <p>Children are taught to consider the lives of their grandparents and the type of schooling that they had. This leads the children to develop their questioning skills and interpretation skills as they need to interpret and apply their understanding. Wherever possible, the children are given 'hands on' experience to try and make history a tactile and exciting experience. They are taught explicitly about bias and how this affects historical perspective.</p>	<p>What Formative assessment takes place in history. Formative assessment is continually employed during in all history teaching at Castercliff. Children are assessed through their verbal work, white board work and the written answers. They are assessed continually and where necessary same day feedback is given.</p>	<p>Enquiry in History promotes questions about people, their world and their impacts on Britain and the wider world. Alongside these, we are constantly developing our children's understanding of substantive knowledge and concepts. This means that all children begin to understand the golden, enquiry threads that run through history. We support the children to develop their schemas and understanding so that they can pose and create valid and historically accurate questions.</p>	<p>SEND We ensure that children with SEND are provided with equal access to a broad and balanced History curriculum, that is appropriate to an individual's special educational needs</p> <p>Learning materials, teaching methods and learning experiences are differentiated according to need. Class Teachers ensure that those activities are stimulating and challenging and promote the best attainment for each learner</p>	<p>Medium Term Plans For each unit taught, the Medium Term plan will identify prior learning, establish the vocabulary to be taught, key knowledge and key skills. It will identify the progression of the skills and knowledge through the topic, enabling children to make links to prior learning and understand how future learning will develop</p>



History Implementation.



Children are continually introduced chronologically language. From EYFS, the foundations of the language of history are introduced. This ensures that children are able to accurately talk about time and events in sequence. Moving on through Key Stage one, the children begin to develop observation, comparison, contrasting and evaluating skills. These are the first steps in developing their historical enquiry skills. Moving into year 2, the children are taught to begin to develop their historical perspective and use it to make historical judgements. In KS1, they are exposed to physical items, photographs and recordings to encourage them to use their description, observation and evaluation skills and use them to make informed historical judgements about a period of time. In each session, children are encouraged to develop their questioning skills and then supported to find out the answers as opposed to being told the answers. In key stage two, analysis forms a significant aspect of lessons, particularly when looking at sources. Children are encouraged to not only analysis but scrutinize sources for bias and inaccuracy.

The importance of prior learning to support current learning
There is significant effort to ensure that within each key stage that there is a golden thread that supports the narrative of history that runs through the

What Summative assessment takes place in history.
At the end of each topic, the children's sticky knowledge is assessed by

Weekly
Weekly planning is used to ensure the necessary detail and coverage is prepared for and de



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humanity subjects. This is to try to ensure that all children have some prior learning on which to call on whether that is geographical knowledge of an area, the understanding of parallel period of history. This ensures that children can continually develop the narrative of world history. For example, year 3 the children learn about the construction of Stonehenge and then in next term the children learn about the construction the Great Pyramids of Giza. Further more, in each history lesson, the class is reminded of what they learnt in the previous lesson in order to reactive their learning. Children's attention is always brought to the working wall where a continual record of their learning is kept. A key word map, that is child created/led is updated and reviewed at the start of each lesson.

Children are explicitly told which skills they are using. They are taught to craft historically valid question and then use their interpretation and analysis skills to construct answers to their questions. They are continually brought back to their initial questions on the working wall, they are given the opportunity to refine, add to and alter their questions and then at the end of the series of the lessons. The children are given the opportunity to answer them. They are reminded that each answer must be grounded within factual, historical sources.

an online, child-friendly quiz. The summative data is used to assess and support the needs of the children and any gaps that have appeared in their learning.

