



## History

Intent
<p>We follow the National Curriculum.</p> <p>Our curriculum intent is :</p> <ol style="list-style-type: none"> <li>1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</li> <li>5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ol>
Implementation – Schemes and Resources
<p>We use Grammasuarus as a planning tool for long term and medium term planning.</p> <p>Grammasuarus structure has adaptive teaching opportunities embedded within the scheme and offers a mastery approach to learning. It determines learning objectives, assessment methods and likely barriers.</p> <ul style="list-style-type: none"> <li>• We have progression planned from EYFS to Y6</li> <li>• We plan the <u>substantive threads</u> under society and community, exploration and invasion, power and conflict and disaster.</li> <li>• We plan the <u>disciplinary threads</u> under chronology, evidence and interpretation, cause and consequence, change and continuity, similarity and difference and historical significance.</li> </ul>
Implementation - Teaching and Learning
<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on.</p> <p>Pre Assessment/Prior learning → Instruction → Formative Assessment → Correction or Enrichment → Summative</p> <p>We use adaptive learning to ensure the vast majority of children are enabled to access the National Curriculum. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p><i>We try to anticipate barriers:</i></p> <p>different levels of prior knowledge - vocabulary - a particular production skill such as writing - a particular SEND - decoding written text - limited working memory - cultural experience - EAL - a common misconception - a lack of metacognitive knowledge or strategy -, inherent complexity of resources/information.</p> <p><i>We address these by a variety of strategies some examples are :</i></p> <p>read a text in advance - supply background knowledge - use pictures/video to contextualise upcoming information - teach vocabulary - introduce a concept via discussion - teach necessary learning behaviour - improve accessibility (e.g. clarity of resources , font size, proximity to speaker, visibility of whiteboard, reader pens) - plan to scaffold - prepare a model to share with, for example, a visualiser - plan targeted support from a TA before , during or after an input from the teacher .</p>
Impact - Assessment
<p>Teachers use formative and summative assessment during lessons and marking within and after the lesson.</p> <p>Grammasuarus offers a quiz or end of unit assessment to confirm teacher judgement, which teachers use when they need to confirm whether a child has grasped the unit of work. A judgement is communicated to parents at the end of the school year in a child's personal, report.</p>