

Intent

GROWTH:

Possess an understanding of the history of Britain, and the wider world, as a meaningful, chronological narrative, from the earliest period up to the times we live in today.

RESILIENT:

Historical resilience will be built through the search for evidence in order to draw conclusions.

Development of the 4 C's of resilience including community, confidence, compassion and commitment.

OPPORTUNITIES:

Provide pupils with opportunities to handle artefacts to develop their investigative skills.

We on how the history of the world impacts on the present and we can learn from this when making life choices.

WONDER:

Our local area has a rich history which pupils will encounter to further enthuse, inspire and enrich their learning experiences through meaningful field trips and visitors.

TEAM WORK:

Learning about other civilisations and cultures, will help us in showing respect for the world community as global citizens.

Through learning, understanding and using historical terms, pupils will broaden their vocabulary in order to communicate historically.

HEAD, HEART, HANDS:

Pupils will develop empathy when reflecting on how people lived during different eras and how this influences their lives today.

Subject on a Page

HISTORY

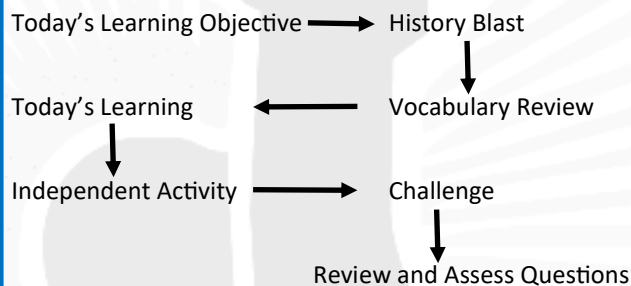
Implementation: Planning

A bespoke curriculum, written as a collaboration between subject leaders and class teachers, designed to meet all requirements of the National Curriculum.

Utilising elements from the Chris Quigley Essentials Curriculum and tailored to make best use of the fantastic opportunities our locality has to offer.

Units are delivered in chronological order.

Implementation: Learning Sequence



Implementation: Teaching and Learning Pedagogies

Each history lesson begins with a History Blast'; an opportunity for children to retrieve prior knowledge which will aid them with their learning in that lesson/topic.

Children revisit knowledge and skills throughout their time at Roe Farm, allowing them to build upon what they already know.

More digital opportunities are built into the topics to ensure have a good level of digital literacy.

Implementation: Resources

- ⇒ Various artefacts and replicas
- ⇒ Photographs
- ⇒ Access to online resources
- ⇒ Educational visits to enhance learning where appropriate, utilising the local area

Implementation: Curriculum Links

In KS1 and KS2, history is delivered through three strands: investigating and interpreting the past; build and overview of world history; understand chronology; communicate historically.

All year groups have elements of each strand interwoven in their curriculum plan for history but similar skills are also taught in other subjects such as geography and RE. History also requires pupils to develop their computer literacy as well as find out about other civilisation, supporting there understanding and tolerance of others.



Implementation: Environment

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning.

Each classroom displays:

- A timeline
- Unit vocabulary
- Images/artefacts to act as an aide memoire

Displays can be used by pupils to familiarise themselves with chronology, key terms and features of eras.

Where appropriate, alternative learning environments will be employed in order to immerse pupils in their lessons for example by taking them on field trips in the local area.

Derby and Derbyshire benefits from a wealth of history and historical locations to visit including:

- ⇒ The Derwent Valley Mills (Cromford)
- ⇒ Derby Museums
- ⇒ Stately Homes

Implementation: Feedback

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning.

In addition to this, pupils are informed of their progress towards their learning objectives through the use of stampers. Where appropriate, comments may be written in books to praise, support or further challenge pupils; this will be done in red pen.

In some situations, pupils may provide peers with feedback.

Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Formative and summative assessments to inform next steps for individuals or groups.

Differentiated questioning to support or challenge as required.

Learning challenges to stretch the more able.

Impact: Evidencing

Written outcomes will be recorded in their History books.

Some non-written outcomes may be photographed, videoed or through the use of floor books.

Computer generated work will be saved on the Pupil Drive of the school server.

Impact: Assessment

History Blast retrieval tasks at the start of each lesson to assess prior learning and retention.

Live marking in lessons and through review questioning at the end of a lesson.

End of unit assessments of our 'I can' statements by pupil and teacher.

Summative teacher assessments based around our 'Head, Heart, Hands' principles of assessment.

Impact: Monitoring

Following the school's tiered approach to monitoring.

Book looks, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

This is supported by an annual more in depth dive with SLT as part of our tier 2 monitoring activities.

