



Heathfield Schools' Curriculum Overview

History

Subject	Intent	Implementation	Impact
History	<p>The history curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none">• Think, discuss and explain like an historian.• Use historical language independently to talk about events over time.• Understand the concepts of chronology, historical knowledge, enquiry and interpretation, and then communicate this.• Be able to recall relevant facts from different time periods from Britain and the wider world.	<p>The schools' history progression document outlines the knowledge and skills that will be covered in each year group. In KS1 and KS2 at the start of each topic a knowledge organiser is shared with children and circulated to parents to help them support their child's learning.</p> <p>EYFS</p> <p>In Early Years Foundation Stage (EYFS), History skills and knowledge are taught across the EYFS curriculum, particularly within the area of learning 'Understanding the World' through the aspects 'People and Communities' and 'The World'. It is also taught within 'Mathematics' through the aspect 'Shape, space and measure'. Learning is primarily delivered through explorative and meaningful play supported by adults primarily led by the child's interest. Specific focus is given to the development of historical language in EYFS throughout the year by looking at different key celebrations eg. Harvest, Christmas and Eid Al-Fitr.</p> <p>Key Stage 1</p> <p>History is taught in blocks that introduces historical periods. They include changes within living memory, events beyond living memory, the lives of significant individuals and significant historical events, people and places in their own locality. School based planning (with reference to the National Curriculum and the school progression map) is used within year groups. As in EYFS there is a strong focus on the development of historical language. This is a progressive process across KS1 and aims to develop children's 'key historical language' (disciplinary vocabulary) and 'subject specific vocabulary' (substantive) and is planned into each block of learning. Lessons are also planned to cover three main strands and themes with an emphasis with the teaching of historical skills and historical content. This links directly to themes planned and taught in HJS. A broad selection of work is gathered and displayed within each class in a topic book.</p>	<p>Assessment:</p> <p>In Nursery and Reception, teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.</p> <p>In Key Stages 1 and 2 high quality AfL during lessons (including the recap introduction in KS1 and WHALA in KS2) and marking enables teachers to adapt planning and address misconceptions with individuals as required. A variety of AfL plenaries are used in KS2 to assess learning of knowledge and skills.</p> <p>As well as this in KS2, a mid-topic quiz is carried out halfway through a topic to assess children's understanding of the key concepts covered so far. This again enables teachers to adapt planning and address any misconceptions with individuals as required.</p> <p>In Key Stage 1, each class has a class log book where class teachers add examples of children's work or evidence of whole class activities (photos, whole class write up, post-it-notes and speech bubbles to record the children's verbal responses).</p> <p>Monitoring:</p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of</p>

	<p>Key Stage 2</p> <p>History is taught in blocks of time periods, mainly in chronological order. School based planning (with reference to the National Curriculum and the school progression document) is used within year groups. The historical content in a lesson is planned to cover five main themes- lifestyles, beliefs, power, empire and conflict, civilisations and settlements, and legacy in order for children to make meaningful links between different historical periods. In addition, the teaching of historical skills is a priority so children can think and act like a historian. Outcomes are varied: they can be practical or written. We aim to develop children's 'key historical language' (disciplinary vocabulary) and 'subject specific vocabulary' (substantive vocabulary). Therefore, key vocabulary is identified on the knowledge organiser and at the beginning of each lesson, children are taught explicitly the meaning of a 'STAR word' using the Word Aware Approach. This is planned carefully into each block of learning. Within every lesson a WHALA is used at the start to prompt and link to knowledge from previous lessons or topics. Half way through each time period study a half time quiz is taken to assess knowledge acquisition. At the end of each lesson, an AfL plenary is used to assess the key knowledge and skills that should have been acquired.</p>	<p>monitoring activities across a year that include:</p> <ul style="list-style-type: none"> • "Pop ins"/learning walks • Log book (KS1) and book (KS2) scrutinies • Planning scrutinies • Pupil interviews • Staff interviews
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