



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 circulated to parents to help them support their child's learning.</p>	<p><u>Assessment:</u></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 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><u>Monitoring:</u></p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> • "Pop ins"/learning walks • Book and planning scrutinies • Pupil interviews • Staff interviews.
		<p>EYFS</p> <p>Historical skills and knowledge are taught across the EYFS curriculum, particularly within 'Understanding the World'. Children are introduced to early historical concepts, such as the order of events and an understanding of things that have <i>already</i> happened within their own experience (e.g. memorable celebrations, such as birthdays, as well as everyday events such as what we did before school). Learning is primarily delivered through explorative and meaningful play supported by adults. Specific focus is given to the development of early historical language and concepts, such as 'yesterday', 'last week' and 'earlier today'. Children are introduced to simple timelines, such as a timeline showing significant events within their own experience, or a timeline showing development from birth to adulthood.</p>	
		<p>Key Stage 1</p> <p>History is taught in half termly blocks, alternating with geography, that introduce different historical periods, key historical events and significant people from history.</p> <p>Planning is based on the National Curriculum and covers key historical themes, with a strong focus on the development of historical vocabulary. In line with the Junior school, lessons are planned to cover recurring strands and themes with an emphasis with the teaching of historical skills as well as content. Information is expected to be presented in a range of different ways, with use of primary sources wherever possible to engage the children and strengthen their understanding of the past.</p> <p>Children's developing historical knowledge and understanding is captured through a class log book. This book includes</p>	

children's verbal responses within lessons, examples of work and pictorial and photographic outcomes from lessons.

Key Stage 2

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. At the end of each lesson, an AfL plenary is used to assess the key knowledge and skills that should have been acquired.