

Aims and Purpose:

Vision: Our aim is to ensure children gain an understanding of the past and how history will shape their future.

Intent: Our history curriculum intends to: -

Ensure that children are curious about and understand Britain's past and that of the wider world.

Enable children to research further, to question what they've learnt and the reliance of historical sources

Develop an awareness of their place in the wider world, making comparisons between their lives today and other civilisations

Develop an understanding of different historical periods, with a 'mental timeline' of the post.

Key themes

Determination
Empire

Rule of law
Inequality

Civilization
Conquest
Democracy
War and Peace
Economics
Innovation
Tolerance
Human Rights



History at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

Teachers use the National Curriculum guidance and our progression documents to accurately map the progression of skills and knowledge in History.

- A 2-year cycle in Key Stage 1 and a 4-year cycle in Key Stage 2 ensure curriculum coverage and ensures that topics build on previous learning and are sequenced to develop skills and knowledge.
- Key themes are used to identify links made throughout the topics which are constantly revisited as topics are taught chronologically.
- Teachers also have Key knowledge documents which are working documents and modified over time to add or delete knowledge statements to develop and improve the topic.
- Resources are taken from, for example, Historical Association.
- Trips and visits enhance the provision.
- A clear long term plan identifies topics to be taught and a medium term plan identified learning objectives, resources and content.
- Class teachers adjust planning to provide scaffolding for SEN and higher order questioning and tasks for HA.
- Lessons begin with a flashback from previous learning to revisit and check knowledge is being retained.
- Gaps are then addressed and teachers will use their skills to refer to themes to create this opportunity.
- Teachers use tick or fix to address misconceptions.

EYFS

The following areas are most relevant: Past and Present within Understanding the World

- The lives of people around them and their roles in society.
- Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understanding the past through settings, characters and events encountered in books read in class and storytelling.

Assessment

- Teachers use the themes across the year groups to make links and secure knowledge.
- They will use targeted questioning to embed learning and establish depth of knowledge.
- Marking and feedback is clear in books to show AFL and teachers use a spreadsheet to track progress based on TA.
- They use retrieval quizzes to make judgements and an end of topic quiz to assess learning.
- Teachers use this information to make an overall teacher assessment; this is uploaded on the Foundation Assessment spreadsheet on Staff Drive for subject leaders.
- During Coordinator Days, subject lead will look at planning coverage, topic books and sample teaching (where possible) in lessons.
- Subject lead will talk to staff and children about their views on the subject as well as check understanding / learning.

SEND

*Pre -teach vocabulary and provide scaffolding
Provide adult support to explain tasks and reinforce concepts
Provide word mats for key vocabulary
Provide visuals to explain concepts
Photos and videos to support with retention
Timelines to support chronological knowledge
Sentence starters to support with outcomes*

Challenge

*Higher order questions relating to topic
Exploration of own questions
Independent working with greater choice about evidencing learning*