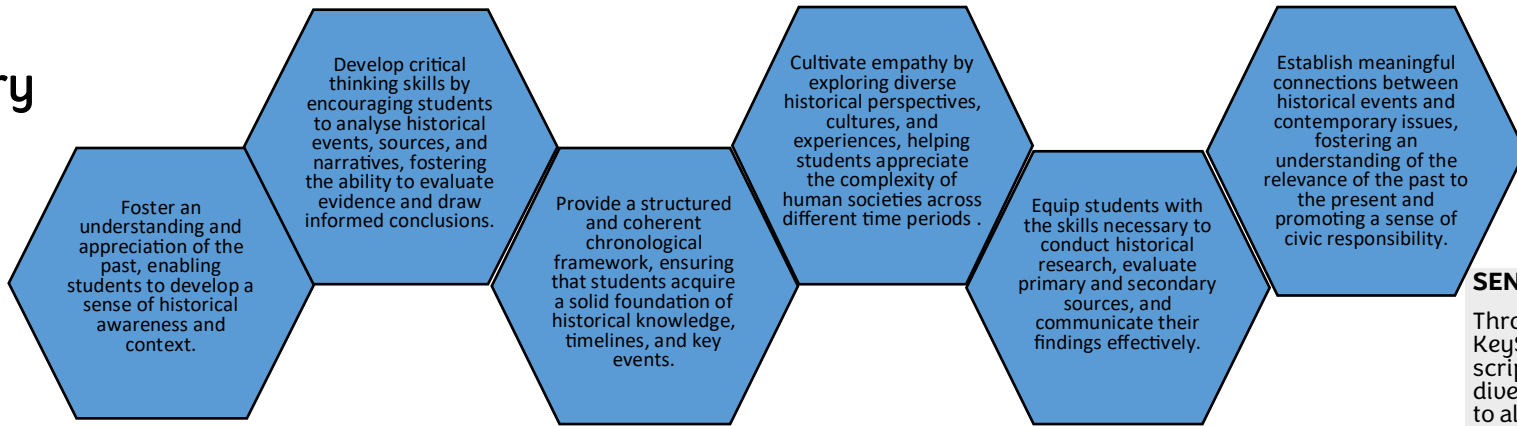




History

 **INTENT**— we aim to ...



SEND

Through the use of KeyStage History subscription – learning is diverse and accessible to all children. Role-plays, re-enactments, treasure hunts, artwork, are lessons interwoven into our history curriculum to allow an engaging and inclusive learning experience for all.

First-class teaching and Kagan strategies ensure literacy based-learning is accessible to SEND children.

IMPLEMENTATION— How do we achieve our INTENT?



Planning

Substantive and Disciplinary knowledge is planned throughout the whole-school curriculum to ensure progression of skills and knowledge. Key threads are identified within each topic and taught explicitly through the use of History Concept Cards.

Knowledge Organisers are developed for each topic, detailing the enquiry questions, vocabulary and learning outcomes in accordance with the MTP.

Progression Maps outline the revisiting of key concepts and development of historical skills.

EYFS

By incorporating a play-based learning approach inherent in the EYFS framework to introduce foundational historical concepts, pupils are exposed to historical themes and artifacts through imaginative play scenarios, allowing children to explore and internalise historical concepts in a hands-on and experiential manner.

Building on the EYFS emphasis of communication and language development by integrating storytelling activities historical narratives are introduced. Age-appropriate stories, visual aids, and sequencing activities are used to help children understand the concept of chronology and order of events within historical contexts.

Assessment

Pupils regularly assess their own work throughout the learning journey within a unit and over the years as they re visit key concepts. Pupils recall previous learning, vocabulary, learn new skills and practice these to improve performance. They reflect individually, with peers and as a whole class during the process, referring to their Knowledge Organisers to assess their progress. Teachers question and challenge pupils at all stages as AFL. Formative Assessment is completed by a Topic Review following the completion of a unit to assess understanding of key knowledge and guide future planning.


Values:

Honesty: We believe that honesty is the foundation for trust in our relationships. We are brave and admit when we have made a mistake. We are reliable and responsible for our own actions.

Courage: We are brave and take chances. We develop resilience to keep going even when things are hard. We face our fears, and we are not afraid to learn from our mistakes.

Friendship: We value our friendships and believe that together we can support one another to flourish. We do not judge we accept everyone for who they are.

Respect: We are respectful by treating others how we wish to be treated—we use our manners, we are thoughtful, kind and celebrate our similarities and differences.

 **IMPACT**—How do we know if we've achieved our INTENT?

