



Intent *We aim to:*

Students understand what is meant by the past and know their place in time.

Students gain a coherent knowledge of Britain's past of the wider world.

To teach units which engage pupils in learning. Skills and knowledge are progressive and sequenced from Primary to Secondary.



Subject on a Page - History

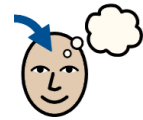
To select topics which engage pupils to be curious and know more about the past and how this can impact on the present and the future.

Understand the methods of historical enquiry.

Develop oracy so children can communicate their ideas effectively.



Before the lesson	Teaching Input	Student Tasks	Throughout lesson
Pre-teaching and consolidation of vocabulary	Previous learning is consolidated	Clear, simple instructions	Concrete and visual resources are available
Vocabulary rich environment	Information is chunked	Strong scaffolding and adapted examples	Questioning techniques clarify understanding
Transitions are planned	Language and questioning is adapted for accessibility	AFL is used to identify gaps in learning	Further challenges extend learning
Expectations are clear	I do, we do, you do	Planned activities promote engagement	Achievements are recognised and praised



Implementation *How do we achieve our aims:*

Planning: Pupils in Rivelin and Loxley are taught 3 History Units across the year. In both phases the History curriculum is delivered over a three-year cycle to ensure pupils receive a broad and balanced curriculum whilst in mixed age classes. Units have been carefully planned so they are progressive, build on previous learning and where possible are linked to the Geography curriculum.

Assessment: Each unit begins with a knowledge & wonder task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. AFL is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

Recording: Each unit of work is supported by a key question, key vocabulary and key information which is taught within the unit. Pupils learning is recorded in the Humanities books, this may be written work, practical activities and class discussions.

SEND: All lessons are inclusive and take account of children's SEND, reasonable adjustments are made as need. Pupils are supported through a high staff to pupil ratio, providing emotional reassurance and support with their work as needed. Lessons are planned and resourced to enable all students to access their learning, supporting them to engage and be challenged.

Monitoring: Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff.

Vocabulary: Developing oracy is a key priority for the school. Within History, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

Qualifications: In Sheaf students build a portfolio towards the WJEC Humanities pathways qualification. Pupils work towards either an entry 2 or entry 3 level qualification. Pupils work is assessed at award (8 or more credits), certificate (13 or more credits) or diploma (37 or more credits) level.

Professional Development: Staff have the opportunity to plan lessons collaboratively to ensure the sharing of ideas and good practice.

What are the Drivers for the curriculum?

- Narrow Gaps
- Develop Vocabulary
- Promote Reading
- Improve Attendance
- Improve Emotional Regulation
- Encourage Independence & Safety



Impact *How do we know if we achieve our aims:*

Pupils can demonstrate an understanding of historical timelines and the past.

Pupils have increased knowledge of their world and past events which have shaped the world they live in. They can remember key historical facts.

Pupils know how historians investigate the past and construct historical accounts.

Pupils have developed the oracy skills to discuss Historical concepts and express their views and opinions.

Pupils gain a suitable qualification in History.