



HISTORY AT HIGH CLARENCE



Our history curriculum aims to inspire in children a curiosity and fascination about Britain's past and that of the wider world. To ensure our children have an accurate understanding of the history of the world in which they live.

Big Ideas- Key concepts are threaded through our history curriculum



- **Understanding Chronology** (AD, BC, century, time, past, present)
- **Historical Interpretation** (cause and consequence, change, significance)
- **Sources of evidence** (primary, secondary, reliable)
- **Communicate Historically** (enquiry, interpretation, organisation)

Organisation and Sequencing



- 2 half termly units a year- History is a driving subject as it is key our children know how the world has been shaped by key individuals and events

Historical studies in EY

- Making a sense of their life journey- past and present, changes over time and their own timelines

Historical studies in KS1

- changes within living memory in locality (transport) and (seaside)
- study a contrasting lives of significant people and events (Explorers) and (Great Fire of London)

Historical studies in KS2

Each year children learn an aspect of British and world history, these are taught sequentially

- LKS2 Changes in Britain from Stone age to iron age and Ancient Egyptians, Roman Empire- impact on Britain and Ancient Greece
- UKS2 Anglo Saxons and Vikings in Britain and Mayan Civilization, World war 2 in Britain and a local study of the History of Ship Building on the River Tees

Summer Term 2

- Retrieval of historical learning and application of historical skills and knowledge

Links with other subjects

- Every lesson is a reading lesson- High quality texts chosen for English that link (where appropriate) with the History units
- History links to other subjects have been deliberately planned
- Geography- Italy is taught in KS1 before Romans in history LKS2. KS1 learn about living Cairo before learning about the Egyptians and rivers in UKS2
- DT- transport is studied in history before moving vehicles are designed and made in DT.

Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge

Assessment/Intervention

- Pupil and staff voice tells us what is working well.
- Gaps are identified through end of unit assessments, enquiries, assessment for learning in lessons and outcomes of retrieval practice.
- Rapid responsive intervention takes place in the form of pre-learning, personalised provision.
- Intervention can simply be adapted questions, scaffolds, additional/less instructions

Accessibility



Everyone has access to the History curriculum at the same pace.

Support is provided for those learners who require it- scaffolds are used to develop a secure understanding.

Considerations is given for learners who grasp concepts more rapidly- questions are used to deepen learning