

# 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 Grimsby

#### 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.



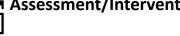
### **Retrieval Practice**



- 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

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# 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 rapidlyquestions are used to deepen learning