**History at The Manor**

**This is what we do**

We want the children at The Manor to achieve the highest academic standards within a history curriculum that introduces them to ‘the best that has been thought and said’. Our history curriculum aims to help children gain a coherent knowledge and understanding of Britain’s past and that of the wider world.The key features are:

* History at The Manor is taught in three-week blocks with 8-12 lessons in each unit of work.
* Key historical knowledge is organised into a Knowledge Organiser which is sent home to parents at the start of each topic. This key knowledge is broadly based on ‘what a literate person needs to know’.
* Key historical themes in our history curriculum are empire, democracy, monarchy, and discovery. These link our history across the school and are developed as concepts each time they are taught.
* We hold a Black history week each year which aims to promote and celebrate Black contributions to British society, and to foster an understanding of Black history in general.
* A multiple choice quiz is used at the end of each unit to assess the knowledge learnt. This knowledge is revisited in quizzes later in the year to help them embed the knowledge in their long term memories.
* At the end of each unit the children write essays to apply their knowledge in a high quality piece of writing.
* The historical learning in these topics is regularly shared with parents. Home learning projects and research are encouraged and shared in school.
* To ensure curriculum learning is memorable and joyful, enrichment activities and regular trips are planned based around our 11 by 11. In history the visits include key historical sites including: Stonehenge, The SS Great Britain, the Magna Carta at Salisbury Cathedral, Stonehenge, and The Roman Baths Having this enrichment visits is an expectation and entitlement for every child who attends The Manor.
* Children in the Early Years and Year 1 learn about history though their curriculum topics. They look at similarities and differences between things in the past and now e.g. within the topic of ‘The Spirit of Christmas’ the children look at Christmas in their living memory and compare it to that of their parents, grandparents and that of the Victorians. The children learn about key historical people that link to their topics (e.g. Mary Seacole linked with people who help us)
* They learn key vocabulary and apply this within their learning environment. Emphasis is put on bringing the learning of history alive through having concrete experiences and play. Children are taught knowledge and also how to ask inquisitive questions to find out more information. Well selected texts and storytelling is heavily used as a vehicle to help the children understand the past.

**This is why we do it**

We believe it is important to help pupils make sense of the present and the past to appreciate the developments of human societies. We have considered the building blocks of progress in history and aim to give children a secure knowledge and understanding to help them apply their learning across the curriculum. This knowledge is regularly revisited and assessed. Key substantive concepts have been identified including monarchy, democracy and warfare which the children revisit regularly in their topics. We believe it is an entitlement for all children to have the opportunities to visit key historical sites so they can stand in the footsteps of historical figures and appreciate the history of a place.

We strongly believe that children need to be taught history with knowledge, rigour and depth (as opposed to just ‘doing’ history). We aim to develop our teachers’ subject knowledge through visits to other schools and support from subject specialists.

Key influences on our approach include:

* History in Outstanding Primary Schools – OFSTED (2021)
* Jon Hutchinson – Beyond Knowledge Organisers; building the best curriculum in the world

**This is what it looks like in the classroom**

* Each child in Y2-6 receives a Knowledge Organiser (KO) at the start of each unit of work with a KO file which is taken home each evening. They are encouraged to regularly self-quiz.
* The KO outlines the key knowledge the children will learn in the unit which needs to be embedded in the long term memory.
* Children have regular low stakes quizzes to revisit previous learning.
* This multiple choice quiz tests the children on the ten most important pieces of knowledge from the unit of work. All the wrong answers are plausible distractors.
* An overview of the unit of work identifies links to: the National Curriculum, key themes, enrichment activities, and previous and future learning. It outlines the lesson development and key vocabulary.
* Lessons start and end by revisiting prior learning often with multiple choice questions based on the Knowledge Organiser.
* Lessons are teacher led (as opposed to child led) and new information is broken down into small chunks.
* Each unit of work starts with revisiting previous learning through a historical timeline.
* A working wall display is built up as the unit of work progresses.
* At the end of the unit the children answer the key question in the form of an essay
* The non-negotiables for writing, presentation and marking are clearly followed in topic books so children take pride in their work
* Reference books and other resources are available to engage the children.