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| **The 3 I’s** | **SUBJECT NAME HERE** | |
| **INTENT**  **(What we want pupils to learn and why – curriculum design – how and why it is sequenced the way it is)** | **Aims: what big ideas do we want OUR pupils to come out with from this subject.** | Our history curriculum aims to inspire, motivate and challenge pupils across all year groups in order to provide a sense of identity set within our social, political, cultural and economic society. History at Thrunscoe focuses on motivation, curiosity and challenge while encouraging the children to ask questions to deepen their understanding about both Britian and the world around us.  The key skills children will embed and consistently use throughout the curriculum will be:   * **Chronology** * **Evidence and Interpretation** * **Cause and Consequence** * **Change and Continuity** * **Similarity and Difference** * **Historical Significance** |
| **Organisation of curriculum and sequencing:** | * *Content of the National Curriculum using Grammasaurus, and the current historical climate* * (1) Declarative – knowledge of what something is 2) Procedural - knowledge of how to do something) is explicitly planned for in each unit of work * Each unit has been specifically designed and sequenced to ensure historical events/people link to the previous units in previous key stages.  |  |  |  |  | | --- | --- | --- | --- | |  | ***KS1*** | ***LKS2*** | ***UKS2*** | | ***Cycle A*** | *Changes in Technology*  *Explorers*  *The Great Fire of London* | *The Romans*  *Fishing Heritage* | *WW2*  *Ancient Greece* | | ***Cycle B*** | *Changes in Toys*  *Kings, Queens and Castles* | *The Stone Age- Iron Age*  *Ancient Egypt* | *Anglo-Saxons and Vikings*  *The Maya* |  * Teachers are expected to follow the curriculum in line with sequence used on Grammausarus t ensure they are building on prior knowledge and skills * Teachers are expected to access Grammasaurus to ensure children are being taught and develop historical skills within each unit |
| **IMPLEMENTATION**  **(How the curriculum - inc. cultural capital - is taught and assessed so our children develop knowledge, skills, understanding & SHINE)** | **Teaching & adapting to learners needs:** | *Tasks / questioning / modelling / scaffolds /resources used / retrieval practise / adapting learning to assessments (ie 1s and 0s) Pre-teach / Adult support / Interventions*   * *All children are supported and challenged through differentiated work, challenges and next steps of every lesson* * *Gaps are identified through teacher assessment, enquires and outcomes for retrieval practices through the week as well as planned misconceptions/gaps* * *Support is provided to learner who require it at any given point in the lesson* * *Everyone has the right to access the curriculum at their own pace, in which different levels of challenge have been created allowing children to deepen their understanding at varied stages* |
| **What, How and When we assess learning** | * Teachers use WALTS for every lesson along with success criteria * Teachers use key vocabulary and knowledge from medium term plans to assess children’s retainment * Teachers use low stake quizzes/games to assess children’s retainment and knowledge * Teachers assess children at the end of every lesson against success criteria * Teachers ensure previous units are discussed throughout current topics to sh0ow progression of learning as well as retainment |
| **How and when we make links to other subjects:** | *History is a subject that is widely used across the curriculum and can be used throughout most subjects. Our curriculum is intentionally linked with Science and Geography to ensure children are able to make direct links between one another. In addition, it is linked throughout our writing journey to ensure children understand history knowledge as well as different text types across the academy. Art, DT, Science and music are also linked in with history allowing students to promote their creativity as well as their historicall knowledge.* |
| **Cultural capital – visit / visitors / clubs** | * *We ensure children receive at least 2 trips or 1 visitor/1 trip a year* * *We ensure that some assemblies throughout the year are based on key historical events* * *We ensure that at least 1 day a year is used to celebrate a historical event/ history itself* |
| **IMPACT**  **(Key impact and how we will measure and monitor)** | **Key impact**  **Monitoring and evaluating outcomes** | *By the end of EYFS children will be able to:*   * Begin to make sense of their own life-story and family’s history * Comment on images of familiar situations in the past * Compare and contrast characters from stories, including figures from the past   • Talk about the lives of people around them and their roles in society.  • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  • Understand the past through settings, characters and events encountered in books read in class and storytelling.  *By the end of KS1 children will be able to:*   * Develop an awareness of a past * Understand the chronology of events and significant people * Identify similarities and differences between life in different periods * Use a wide vocabulary of everyday historical items * Understand some ways how to find out about the past   *By the end of KS2, children will be able to:*   * Establish clear narratives across the curriculum * Make connections and contrasts trends over time * Devise historically valid questions about change, continuity, cause, similarity and difference * Construct informed responses to relevant historical information * Can use a range of sources to construct knowledge of the past   *Monitoring and evaluation:*   * *Pupil voice* * *Staff survey* * *Book looks* * *Assessment data* |