

History Non-negotiables

To be a Historian, I...

I can use a range of maps, follow directional language, compass points and locate places using 6 figure grid references.	I can develop a sense of place, compare where I live in relation to the rest of the world.	I can describe physical and human features and explain how places have changed and why.	I am curious about the world around me and respect the different people who live there	I can use fieldwork skills to follow an enquiry question, explore my surroundings and collect data in the form of drawings, pictograms, tally cart, venn diagrams and present information.	I can describe how humans are affecting our planet and the steps we can take to look after it.
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Teaching Non-negotiables

<p>Can you still? Slide used at the beginning of every lesson and detailed on planning board and pacer.</p> <p>Can be completed as discussions, whiteboard work, paired work or written task.</p>	<p>History and Geography taught in three-week cycle.</p> <p>Week 1 = Geography and History</p> <p>Week 2 = History and Geography retrieval</p> <p>Week 3 = Geography and History retrieval</p> <p>History retrieval slot (30 minutes) to be called Can you still?</p>	<p>History skill icons to be shown and discussed in every lesson.</p>	<p>Key vocabulary for topic/lesson to be discussed at the start of the lesson and referred to throughout lesson.</p>	<p>Children should learn through a variety of lessons and be exposed to real-life experiences at least once within a topic e.g. artefacts, box of delight, educational visit.</p>	<p>Children should be exposed to each disciplinary knowledge element (skill) throughout each topic. These skills should allow children to understand the substantive knowledge.</p>	<p>Learning objective should be based on history skill (disciplinary knowledge).</p>
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Recording Non-negotiables

ELEMENT	Can you still? starter	Can you still? Retrieval lesson (30 mins)	Main lesson	Intervention	Educational Visits
RECORDING	<p>No requirement for this to be in books.</p> <p>Recording is up to the discretion of the teacher.</p> <p>Must be detailed on planning board and pacer.</p>	<p>Planning board must be saved in folder.</p> <p>Sticker to go with can you still logo, date and title to be stuck into books.</p> <p>Children must complete a range of tasks either written, quiz or discussion.</p> <p>When a quiz has been completed the sticker must state this and the name/topic of the quiz.</p> <p>When a discussion has taken place it must say this on the sticker and detail what the discussion was about.</p> <p>Work in books should be marked in line with whole school marking policy.</p>	<p>Evidence in books.</p> <p>If evidence is on seesaw it should say this in books.</p>	<p>Immediate Intervention is carried out in the child's book and marked II. It immediately follows the lesson and occurs before the next lesson is taught.</p>	<p>Learning that has taken place during an educational visit should be detailed on pacer (bullet points).</p>