

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

Can you still? Slide used at the beginning of every lesson and detailed on planning board and pacer. Can be completed as discussions, whiteboard work, paired work or written task.	History and Geography taught in three-week cycle. Week 1 = Geography and History Week 2 = History and Geography retrieval Week 3 = Geography and History retrieval History retrieval slot (30 minutes) to be called Can you still?	History skill icons to be shown and discussed in every lesson.	Key vocabulary for topic/lesson to be discussed at the start of the lesson and referred to throughout lesson. Children should regularly have the opportunity to complete a written vocabulary task but this does not need to be in every lesson.	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.	Children should be exposed to each disciplinary knowledge element (skill) throughout each topic. These skills should allow children to understand the substantive knowledge.	Learning objective should be based on history skill (disciplinary knowledge).
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Recording Non-negotiables

ELEMENT	Can you still? starter	Can you still? Retrieval lesson (30 mins)	Main lesson	Vocab teaching	Intervention	Educational Visits
RECORDING	No requirement for this to be in books. Recording is up to the discretion of the teacher. Must be detailed on planning board and pacer.	Planning board must be saved in folder. Sticker to go with can you still logo, date and title to be stuck into books. Children must complete a range of tasks either written, quiz or discussion. When a quiz has been completed the sticker must state this and the name/topic of the quiz. When a discussion has taken place it must say this on the sticker and detail what the discussion was about. Work in books should be marked in line with whole school marking policy.	Evidence in books If evidence is on seesaw it should say this in books..	Evidence on teaching slides for every lesson. Evidence should be in books consistently but does not need to be every lesson.	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.	Learning that has taken place during an educational visit should be detailed on pacer (bullet points).