



Curriculum Expectations

History



Subject Leader:

Ellie Parton

Curriculum Coverage

Over the course of their primary school education all children will have explored a number of historical periods from within and beyond living memory, British history and that of the wider world and the history of our locality—Lichfield. All year groups will use a range of sources (primary and secondary), physical evidence and enquiry based lessons to develop their knowledge and understanding of historical eras. Children will also understand the impact of the areas explored upon our lives today. A whole school time line will be used to support the teaching of chronology. During each academic year the children will have a themed day or trip to support and enhance their learning. We follow guidance from the National Curriculum and have a progression of skills which are taught within each Big Question. ***Our History curriculum is not chronological. However, we have a chronological timeline on display in the hall, in every classroom and in every child's learning journal so that children can link periods of History and recall prior learning supporting the teaching of chronology. The order of the topics has been chosen to be age specific and appropriate for our school community.***

How often?

In each of the six Big Questions across the year, children will develop their History skills.

By whom?

Class Teacher

Enrichment

Where possible trips are arranged in accordance with the big questions. They are high quality visits to support the skill coverage across the national curriculum. Local area visits take place, within Key stage one and key stage 2 to support local area studies.

What does a typical lesson look like? (include scaffolding)

Recall prior knowledge and make links (from previous lessons, big questions or year groups).
Share the skills for the current lesson and the new learning by involving pupils in class and group discussions.
Go through key vocabulary with children and discuss their meaning. Refer to and add to display vocabulary as you progress through the big question.
Where appropriate children can engage in practical, or cross-curricular activities (Computing, Science, Drama, DT, Writing, Art, etc).
Children to be given opportunities to share or present their learning and understanding in a variety of ways.
Children to reflect on what they have learnt during the lesson/big question.

Which resources are used?

Historical Association website, artefacts, iPads, Showbie, videos, reliable websites, visitors, webinars and photographs. The subject leader is also used as a resource to support staff.
Planning should be drawn from the National Curriculum and Year Group Curriculum folders—linked to big questions.

Display expectations

All classrooms to have a copy of the whole school timeline. Children to also have a copy in the back page of their learning journals. Key vocabulary displayed on classroom boards. Key vocabulary to be displayed at all times in KS2—parliament, civilization, peasantry and empire.

How is it monitored?

The subject leader monitors medium term and weekly planning. Informal book reviews take place throughout the year. Discussion with class teachers and pupil voice. Skills highlighted within blue folders and monitored to check coverage.

How is it assessed?

Assessment takes places using the triangulation of discussions with pupils and staff, marking and feedback and planning, using the year group skills and national curriculum.