















History Curriculum Rationale

Our History curriculum begins in the Stone Age with learning progressing to the Iron Age in Year 3. Our youngest children also explore Ancient Egypt with interest and enthusiasm. The following year, the children will learn about the Roman Empire and its impact on Britain. They will discover how the Anglo-Saxons and Scots settled in Britain and will find out about the Viking and Anglo-Saxon struggle for England. In Year 5, the children’s learning is all about The Tudors in their first post 1066 study. They will also explore The Victorians and will find out all about the times of the Ancient Greeks. Continuing their history learning in Year 6, they will be immersed into the times of World War II, The Mayans and then Crime and Punishment post 1066.

INTENT		IMPLEMENTATION		IMPACT	
 Alignment to the NC	<p>Here at TJA we use the ACET scheme of work which follows the National Curriculum closely. This guarantees a seamless progression of learning as the children move through school. It also ensures that the children build a historical narrative as they move through key stage 2 and will feed in to their history learning beyond.</p> <p>Our EYFS have a strong focus on history vocabulary in their discussions with the children, talking to them about past and present and things that have changed.</p>	 Pedagogical Approaches	<p>Each history topic has an overarching enquiry question which each lesson feeds into. Each individual lesson is structured as a further enquiry. Children are given the opportunity to recall and revisit previous learning from their last history topic at the beginning of each lesson during the Flashback 5, they then complete a starter activity which is based on their learning from the previous lesson. And then they will explore their new learning.</p> <p>We aim to keep the children engaged in their learning by using a wide variety of sources from historical information and books, to videos, artefacts and other historical sources.</p> <p>Misconceptions are addressed in the lesson or during the starter of the following lesson and history books are used for recording to ensure they are able to revisit and consolidate previous learning. Displays are used as working walls so that the children can be fully involved in the learning, they might add key vocabulary, sources or evidence to the display which will help them progress with their learning.</p>	 Approach to Assessment	<p>At TJA we use formative assessment throughout our lessons, we implement the suggested activities from the ACET scheme of work and use the outcomes of these to inform our assessment. Our history books and history displays of work support teacher monitoring and assessment.</p> <p>As an academy our subject leaders carry out monitoring so that history work in books and on displays can be seen to see if adequate progression is happening throughout school.</p>
 End Points	<p>The ambitious end points of each history unit are clearly stated at the end of each unit planning as well as throughout each enquiry with the knowledge and concepts to be taught listed.</p> <p>The units have been expertly planned to build a historical narrative so that the children are able to piece their learning together throughout KS2 and beyond.</p>	 Teachers' Expert Knowledge	<p>All of our teachers have been fully trained in the ACET Scheme of work. They prepare for their history lessons by carefully reading through the History plans and then adapting them to suit the needs of their children. The teachers carry out appropriate research for any areas where they have weaker subject knowledge. Being a close-knit team, we support each other within our year groups and the History Subject Leader is always available to offer advice and further support.</p>	 Performance Data	<p>Teachers record assessment data on the assessment trackers after each history topic. This is then monitored by the History Subject Leader</p>

 <p>Sequencing</p>	<p>At TJA, it is clear to see from our long term plan that our history units have been carefully planned in order for optimum progression. There is a strong emphasis on historical knowledge and developing the historical narrative so that children can fit their learning into future units at KS2 and beyond. Each lesson is planned as an enquiry giving children the opportunity to develop skills such as handling and examining evidence, sources and artefacts.</p>	 <p>Promoting Discussion & Understanding</p>	<p>At TJA, the activities we plan for children during history lessons usually lend themselves to be completed in pairs or groups, promoting discussion amongst peers. When teaching, we promote discussion with engaging open questions and interesting resources which the children can explore.</p>	 <p>Pupils' Work</p>	<p>All work is expected to be completed to a high standard. History work is sometimes on display in classrooms and corridors. The children record their history work in their history books.</p> <p>The subject leader keeps samples of history work across school.</p>
 <p>Addressing Social Disadvantage</p>	<p>The teaching staff at TJA work hard to ensure their lessons are engaging and accessible for all children. Although children may come to us with varied historical knowledge and experience they should still be able to grasp the history curriculum with the right support in place. Key vocabulary is always displayed clearly around the classroom giving children the opportunity to clarify spellings and revisit learning. We hope that historical experiences and visits will strengthen historical knowledge and understanding.</p>	 <p>Knowing More & Remembering More</p>	<p>Each year children add their prior history knowledge to a class timeline. Giving them the opportunity to recall previous learning, to consolidate any knowledge they may be unsure of and to deepen their understanding of the history narrative.</p> <p>Each lesson begins by recapping previous learning and the history long term plan allows for logical progression.</p>	 <p>Pupil Voice</p>	<p>The history subject leader and senior leadership will discuss history learning with the children. They will aim to find out what they have been learning, what aspects they have particularly enjoyed and what they can recall from their learning. This is valuable for setting key actions.</p>
 <p>Local Context</p>	<p>We make links to our locality where possible in our history learning. The first mention of Thurcroft in history is in 1319 therefore there is a great deal of history to be mentioned. For example, the name of the village has Viking roots and the coal mining history of the area is very interesting for the children as many of their grandparents worked as miners there. There were also links between Thurcroft pit and industrial action.</p> <p>The names of our school house teams even have historical links with the village.</p>	 <p>Teacher Assessment</p>	<p>The end points at the end of each unit provide an excellent checklist for the teacher to use when assessing children. Do they know each knowledge point? Have they got all the concepts and skills? From this, misconceptions can easily be addressed.</p> <p>We have just implemented (sept 2022) a new assessment tracker which will allow teachers to record their performance data. This is broken down into objectives for each history topic giving teaching staff a good indication of where their children are with their learning. They then use this data to inform planning and teaching.</p>	<p>Key links:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf</p> <p>https://www.google.com/search?q=bbc+bitesize+ks2+history&rlz=1C1GCEA_enGB892GB893&oq=bbc+bitesize+ks2+history&ags=chrome..69i57j69i60.5873i0j9&sourceid=chrome&ie=UTF-8</p>	