



Dallimore Primary and Nursery School

Subject on a page - History

<p style="text-align: center;">Intent</p> <p>Through history, we inspire children to become inquisitive learners in terms of finding out more about the past and how it has shaped our lives. We nurture an enthusiasm for exploring the past and instil curiosity for acquiring historical knowledge. We aim to provide a high-quality curriculum which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our teaching approach trains pupils to ask perspective questions, think critically, weigh evidence and sift arguments. Our history programmes help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>We have structured the history curriculum so that children build connected webs of knowledge known as schemas. These are based around our history knowledge categories and allow children to incrementally build on previously taught knowledge as they progress through school (see semantic and procedural knowledge).</p>	<p style="text-align: center;">Pedagogical approaches</p> <p>At Dallimore, we provide a knowledge-based curriculum. History is taught in termly blocks throughout the year, so that our historians develop a deeper understanding and depth to their learning. We strive to create a change in the long-term memory by weaving regular retrieval practice into our lessons. Lessons are designed to ensure that our children learn and remember more. When new knowledge is introduced, children have the opportunity to rehearse, repeat and respond to this. Knowledge is further deepened through children's responses to basic, advancing and deep learning tasks. These tasks allow children to progress through the cognitive domains and gradually become cognitively more challenging. We ensure that 'sticky knowledge' is embedded through a 'Make it stick' section to our lessons. Once per month we carry out a 'Flashback Friday' in which children revisit knowledge and vocabulary taught in previous units.</p>
<p style="text-align: center;">Sequencing of learning</p> <p>Learning is organised in a two-year cycle and within phases. History is taught in blocks throughout the year, so that children achieve depth in their learning.</p> <p>Each history lesson focuses on a particular knowledge category or two; for example society, settlements or food and farming.</p> <p>The history units have been chosen for where, as a school, we have decided the units are most appropriately taught for example WW2 is taught in UKS2 to allow an exploration of some particularly challenging concepts.</p>	<p style="text-align: center;">Teachers' Expert knowledge</p> <p>The teaching and learning of history will be monitored through the analysis of medium-term planning, pupil voice interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the School Development Plan. Support will be in place for the curriculum leaders to assist teachers with planning, assessment, and development of their own subject knowledge</p> <p>Our next step is to develop the component parts of the history curriculum to drive highly focused lesson content.</p>
<p style="text-align: center;">Semantic and procedural knowledge</p> <p>We recognise the need to develop strong, meaningful schema in History. To achieve this, our history curriculum is based around ten key knowledge categories: Society, Culture and Pastimes, Main events, Artefacts, Settlements, Beliefs, Location, Food and Farming, Conflict and Travel and exploration.</p> <p>Children develop their schemas as they progress throughout school. Careful mapping of where children develop their knowledge in each of these categories allows teachers to build on previously developed schema.</p> <p>In addition to this, knowledge organisers capture the key semantic knowledge to be learnt within each unit.</p>	<p style="text-align: center;">Assessment</p> <p>Assessment takes place during lessons and is judged against the learning objective. Teachers check for whether the key knowledge has been retained. Opportunities are planned in for children to revisit their learning. We regularly evaluate lessons and assess in an informal way to inform future planning. The acquisition of knowledge is measured each month during a 'Flashback Friday' session. More formal assessments are carried out at the end of each unit, using planned assessment tasks, to ensure that key objectives are met and to plan for next steps. These assessment tasks focus on the key sticky knowledge and the knowledge organisers. Make it stick slips provide a snapshot of pupil performance within a given lesson and children's responses to BAD tasks provide valuable assessment information too.</p>
<p style="text-align: center;">Vocabulary</p> <p>We recognise the importance of developing vocabulary through history. As a result, we have included key vocabulary within each history knowledge organiser. This outlines the key tier 2 and tier 3 vocabulary children should acquire in each unit. This vocabulary is mapped out within the history vocabulary progression document and identifies where vocabulary has been previously taught. This vocabulary is also explicitly listed on children's knowledge organisers and is referred to within lessons during vocabulary checks.</p>	<p style="text-align: center;">Impact</p> <p>Through pupil voice, children will be able to talk about the essential knowledge and skills they have acquired. Work will show that a range of topics are being covered. The school environment will be history rich through displays, resources, vocabulary etc. Assessments and monitoring will show standards in History will be high and will match standards in other areas</p>