



# History One Page Overview



## Intent:

**Living:** Children will have the knowledge and understanding to go into their next stage of life appreciating events of the past and the importance of them on their future.



**Caring and Nurturing:** Children will develop a love and passion for History that will last a lifetime.



**Learn:** Develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip the children for future learning.



- All children will have access to at least an hour of History teaching a week. This can be done in blocks so topics can be covered in depth.
- The coverage of history in key stage one will allow children to explore; events beyond living memory, changes within living memory and local history studies.
- Pupils will be given expectations and targets set at the beginning of the term along with a topic opening sheet to determine the level of understanding before learning. (Followed by another sheet at the end to determine progression)
- All year groups will cover at least one local history study.
- KS2 will have a structured long-term overview which allows all children to cover a variety of historic topics. Each year group will have three topics to cover the academic year.
- Children will develop a sense of time and how civilisations were interconnected and understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and Stone Age.
- Children will be encouraged to explore the subject in depth using their judgement and reasoning skills.
- Children across the school will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Children develop an awareness of the past, using common words and phrases relating to the passing of time

## Implement:

### Coverage through History curriculum & extra-curricular:

- Children have classroom and whole school displays to support their learning with a range of new vocabulary.
- History lessons are planned and delivered using prepared resources as well as teachers own resources.
- Shared resources are also widely available in school.
- Teaching staff to receive briefing on expectations and coverage termly.
- Children will have access to knowledge mats related to current topic, including key knowledge and specific vocabulary.
- Teachers have an overview of which History objectives they should be teaching each half-term; this overview shows progression through the year groups.
- For children to know more and remember more in each area of History studied, there is a structure to the lesson sequence whereby prior learning is consolidated and opportunities for revision of facts and historical understanding are built into lessons. (Gap Tasks)
- Through lessons we inspire pupils to develop a love of history and see how it has shaped the world they live in.
- Cross Curricular opportunities to be provided termly.
- Experience days to be incorporated into teacher planning to give children out of school opportunity to develop further learning.
- School handwriting and marking policy to be stuck into each history book to show children expectations of work in their books.

### Assessment:

- Ongoing assessment within lessons
- NC Coverage sheets in books
- Half termly O'TRACK updates

### Monitoring:

- Learning walk/drop-ins scheduled
- Staff highlight the NC Coverage sheet after completion
- Staff CPD built around monitoring outcomes
- Termly Feedback from History Lead

## Impact:

The learning environment across the school is more consistent with historical technical vocabulary displayed, spoken and used by all learners.

**Children, without significant barriers, will meet ARE at the very least.**

### As historians our children will:

- Think critically
- Ask questions
- Weigh arguments
- Make judgements

### **Teacher CPD/monitoring (21/22):**

Whole school-book scrutiny.

Termly meeting with History Lead.

History briefing at the beginning of the year and end of the year to update and inform on progression.

### **Community/families: Hub**

Whole school and parental engagement is implemented through the use of history-specific home learning tasks. (Power Projects).

### **Where next?**

Build school bank of resources/artefacts rather than needing to hire them.

Develop a way of assessing historical skills.