## **Impact** Teachers quickly establish pupil's knowledge (and gaps) as they are clear about what they need to know to access a unit and the steps in Lessons Implementation contribute well to delivering the curriculum intent Teachers have a firm and Intent... common understanding Broad and ambitious curriculum of the derived from NC and EYFS curriculum framework and beyond. intent and implementation. The History curriculum is taught in a logical

and

**Pupils** 

systematic way.

recognise a

approach to

learning eg

Knowledge

Organisers

secure their

component

knowledge in

subject areas

and make

connections.

those with

SEND and

(and often

in history.

Disadvantaged,

transient pupils

achieve highly

exceptionally)

and use

these to

common

Teachers select the best timings and pacing to address gaps and further knowledge resulting in lessons being accessible and ensuring coverage of component knowledge.

Teachers select the most he pedagogical approaches (delivery – direct teaching, collaborative work and activities directly linked to the LO) resulting in pupils recalling key knowledge during the units.

MT Plans identify component knowledge that they will need to access next steps in learning and vocabulary (EAL/ Disadvantaged).

Substantive and Disciplinary Knowledge carefully sequenced to enable progression from F1 to V6. Explicit to pupils via Knowledge Organisers.

Assessment is integral to the teaching sequence. Prior Knowledge checks are built into every unit – identifying component knowledge they will need (transient pupils)

Evidence- led - Education Endowment Fund, the Historical Association and the 2021 Ofsted Curriculum Research Review.

Sequenced from F1 to Y6 through the meaningful opportunities and experiences to learn about key concepts (Big Ideas) that become increasingly complex (NEAR TO FAR FAMILIARITY OF CONTEXT IN WHICH CONCEPT IS STUDIED)

EYFS/ KS1/Y3 CONCEPTS (Big Ideas) Significance, Changes over time- Emphasis is given to developing a secure understanding of these concepts (including for transient) that they will re-visit again through more complex studies from Y3 Summer onwards) (Green Writing LTP)

Y3 Summer -Y6 Through study of eras and periods of time, concepts such as Legacy, Rich and Poor, Religion, Technology and Culture are carefully sequenced increasing in complexity of context and in-line with pupils' developing schemas (such as meeting invasion in PE). Complex concepts are taught in a logical order; Settlements - Kinadoms - Empires - Invasion

Development of Disciplinary Knowledge is carefully sequenced from F1 to Y6 and widens as they progress through the school (eg sources of evidence) with ample opportunities to re-visit (transience pupils) and knowledge of our pupils' gaps (historical questioning/constructing a historical argument/interpretation). Appropriate scaffolding when necessary for older pupils with the aim of gradual independence over time.

Chronological understanding is developed through the careful sequencing and introduction of increasingly complex timelines in EYFS and KS1 that develops to development of mental timelines and chronological overview of eras through KS2 timeline. This helps their understanding of historical period and timescale.

Long Term Plan has been developed in conjunction with other subjects to ensure cognitive load (eg invasion) is reduced and allows for secure development of schemas (eg Interconnectedness between places and societies (Geog/ History plans)

MT plans support teachers in activities carefully matched to LOs and recordings that support assessment against LOs.

Assessment informs pace and organisation of pacing grids/ pre-loads/ re-teach/ consolidation.

Pupils' work is of consistent high quality.

Pupils are

engaged

proactive in

clear about

what they

are learning

and can link

it to prior/

connected

developing

schemas to

them in the

complex

support

learning

thus

and

their learning. They are

Pupils over time and across the whole school consistently achieve the aims of the curriculum. They know more and remember more. They can apply what they have learnt into different contexts.

Teachers evaluate MT plans and

feedback to SL – plans adapted

and next cycle of review

determined.

MT plans identify assessment criteria at end of unit to ensure they carefully match component knowledge. Teacher CPD (generic) on day-today assessments enable regular checks of acquisition of component knowledge eg hinge questions which determines re-visits/ reinforcement/ consolidation.

MT plans

identify

seauences

detailed to

teachers in

pedagogical

approach (eg

collaborative

Disadvantage

d), pre-load

vocabulary,

re-visits such

as historical

questions.

(FAI/

and are

support

lesson