


<p style="text-align: center;">History</p>  <p>Subject Lead: Steff Harris</p>	<p>At St. Francis, we aim for a high-quality expansive history curriculum which should inspire in pupils a curiosity and captivation about the Britain's past and that of the wider world. Our teaching throughout the year groups, equips pupils with knowledge about the history of Britain and how it has influenced and too, been influenced by the wider world. Pupils will recognise and understand about significant aspects of the history of the ancient civilisations and empires in addition to changes in living memory and beyond living memory. Pupils will learn about the lives of significant individuals of the past and in doing so, understand the methods of historical enquiry and be able to ask and answer variety of skills and knowledge-based questions. At St. Francis, we want our pupils to relish and love learning about history. Pupils will gain knowledge and skills, not just through experiences within the classroom, but also with the use of fieldwork and educational visits, enabling them to deepen their understanding of who and what has shaped our world today.</p> <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.</p>			<p style="text-align: center;">Covid Catch-Up Plans</p> <p>Link to Key Skills and School Improvement Plan:</p> <ul style="list-style-type: none"> - Opportunities for developing reading for purpose - Transferable writing skills - Oracy: planned opportunities for speaking and listening within groupwork and direct teaching - Cross-curricular use of Maths skills, especially measurement and data handling - Scheduled intervention to ensure history lessons are not missed regularly.
<p style="text-align: center;">Teaching</p> <p>Chris Quigley Milestones adapted Subject specific lessons (within a topic-based approach) Key vocabulary prioritised Knowledge Organisers in place (Developing differentiation for SEN and EXS) Sequences of teaching and learning built for each component (built on prior learning and assessed with a POP Task)</p>	<p style="text-align: center;">Personalised Learning</p> <p>Quality First Teaching Differentiated Learning to meet needs of learners Groupings and seating within class Use of resources, models and images Variety of ways of recording outcomes</p>	<p style="text-align: center;">Resources</p> <p>Tlmelines in every classroom Loan boxes Books Classroom Secrets subscription Key stage history Whole school outdoor timeline</p>	<p style="text-align: center;">Cultural Capital</p> <p>First-hand evidence Wide range of visits, including a local museum Living History Days Economic awareness developed through:</p> <ul style="list-style-type: none"> - Exploration of how people lived in the past. For example, Viking Traders. 	<p style="text-align: center;">Assessment</p> <p>Formative assessments by all adults in all lessons to reframe learning (if required) Marking of learning POP Tasks</p>
<p style="text-align: center;">Inclusion - SEND</p> <p>Quality First Teaching Differentiated learning – scaffolds, vocabulary banks Opportunities for collaborative learning Range of resources Transference of IPM targets Now and next boards Effective and concise pre-teach</p> <p><i>See also 'Supporting Every Pupil in History' document</i></p>	<p style="text-align: center;">Curriculum Scope and Progression</p> <p>Planning using Chris Quigley Milestones Component parts are planned in conceptual blocks across a half term Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Progression within milestones identified</p>	<p style="text-align: center;">Working as a Historian</p> <p>Each Milestone has been broken down into 'Skills as a Historian' to demonstrate progression from Milestone 1 through to Milestone 3 Breadth of learning planned encompassing both disciplinary and substantive knowledge Planned opportunities for cross-curricular links as appropriate Chronology overlayers so that children develop a good understanding of the past</p>	<p style="text-align: center;">Monitoring</p> <p>POP Tasks - summative Book Looks Learning Walks Flash Visits Pupil Voice</p>	<p style="text-align: center;">Outcomes</p> <p>Summative assessment is made through end of unit POP Tasks by class teachers at the end of each half term. Data is used to identify trends in classes, year groups and across the school, and inform future planned learning.</p>
<p style="text-align: center;">Disadvantaged Pupils</p> <p>Quality First Teaching Opportunities for collaborative learning Range of resources Planned visits and visitors for experiential learning – 10% reduction in cost Scheduled intervention to ensure history lessons are not missed regularly.</p>	<p style="text-align: center;">Transition</p> <p>Information and data sharing with class teachers Links with secondary school to share information Curriculum sequencing equips children with the substantive and disciplinary knowledge for the next stage as a Historian</p>	<p style="text-align: center;">CPD</p> <ul style="list-style-type: none"> • KTSA history leads Spr & Sum 2020-21 • Mr T does primary history – Deep dive • Leader of Kernow learning school improvement package in History 	<p style="text-align: center;">Strengths</p> <p>Well-resourced Living history days Visitors/speaker in school Standard of learning in books Development of children's knowledge of both disciplinary and substantive History Working walls support learning Development of Vocabulary</p>	<p style="text-align: center;">Next Steps</p> <p>Disseminate and Embed the recommendations from the Ofsted Research Review into History. Monitor teaching and learning of timelines and chronology – Is this purposeful? Is this progressive? Does this develop the disciplinary knowledge of being an Historian?</p>