



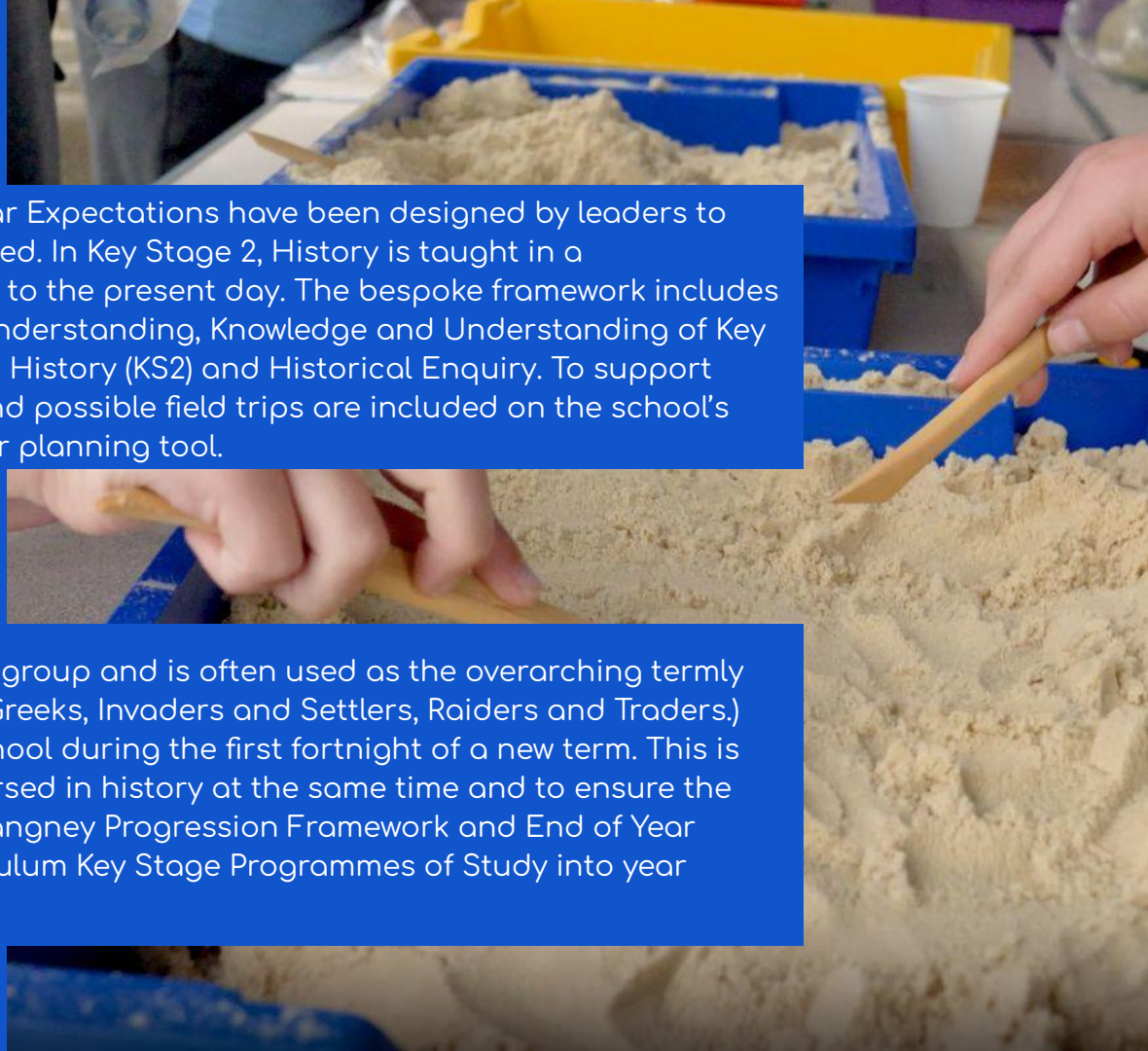
How we Plan, Teach and Assess

History

Planning Overview

History Progression Framework and End of Year Expectations have been designed by leaders to ensure that the curriculum is clear and balanced. In Key Stage 2, History is taught in a chronological narrative from the earliest times to the present day. The bespoke framework includes strands across all key stages; Chronological Understanding, Knowledge and Understanding of Key Individuals / Events or British, Local and World History (KS2) and Historical Enquiry. To support bringing history alive, links to the local area and possible field trips are included on the school's progression framework which acts as a teacher planning tool.

History is taught 3 terms out of 6 in every year group and is often used as the overarching termly theme (e.g. Let The Battle Commence, Groovy Greeks, Invaders and Settlers, Raiders and Traders.) In these terms, History is taught across the school during the first fortnight of a new term. This is because we want the whole school to be immersed in history at the same time and to ensure the teaching of history is amply timetabled. The Langney Progression Framework and End of Year Expectations breaks down the National Curriculum Key Stage Programmes of Study into year groups, and are used to ensure coverage.



Planning Overview

The three strands allow teachers to encourage pupils to use their Historical enquiry skills in a variety of different ways. For example, stunning starts, artefacts, books, visitors and trips. These enquiry skills allow them to deepen their knowledge and understanding of key individuals and events, British, Local and World History as well as their chronological understanding.

Our curriculum looks at different Historical periods throughout the key stages offering a broad and balanced curriculum suitable for each key stage.

At Langney we have a very clear Curriculum map for each subject. This is a long term plan for the whole year. It is very clear what all year groups are teaching and helps learning cover the End of Year Expectations (EOYE) and National Curriculum. It helps map out the areas we want to cover and when it is taught over the 6 terms. Each year group has their own curriculum map which goes into more detail of what books, resources and visitors they may be using for their History lessons and the EOYE it covers. Teachers create and use termly notebook slides with clear learning objectives for the week.





History Across the Key Stages

Our curriculum is designed to develop pupils' knowledge and understanding as well as skills and attitudes to history learning.

As knowledge and understanding of key individuals and events underpins the curriculum, it is taught through an enquiry based approach to learning which allows pupils to gain the historic skills and understanding of historical concepts. Children are empowered to take risks, question, use reasoning skills and find things out.

History Across the Key Stages

History begins from the EYFS; Understanding the World, people, culture and communities and past and present. Exploring the world around them, using their natural curiosity to find out about past and present events in their life and building on these skills. These skills are fostered and encouraged in year 1 to encourage pupils to use their curiosity and enquiry skills to find out about local history, and key individuals such as Guy Fawkes and Mary Anning. Children are taught about events beyond living memory that are significant nationally or globally, such as the RNLI Lifeboat History. Pupils develop their understanding of the past and look at significant events and individuals, which is thus built upon in every year group, moving to KS2 where they look at British, Local and World History in order to extend those skills to create critical thinkers and excellent historians.



History Across the Key Stages

The Key Areas

EYFS - Understanding the World, people, culture and communities and past and present.

Year 1 - Grace Darling, RNLI, Mary Anning, gunpowder plot, past and present at the seaside.

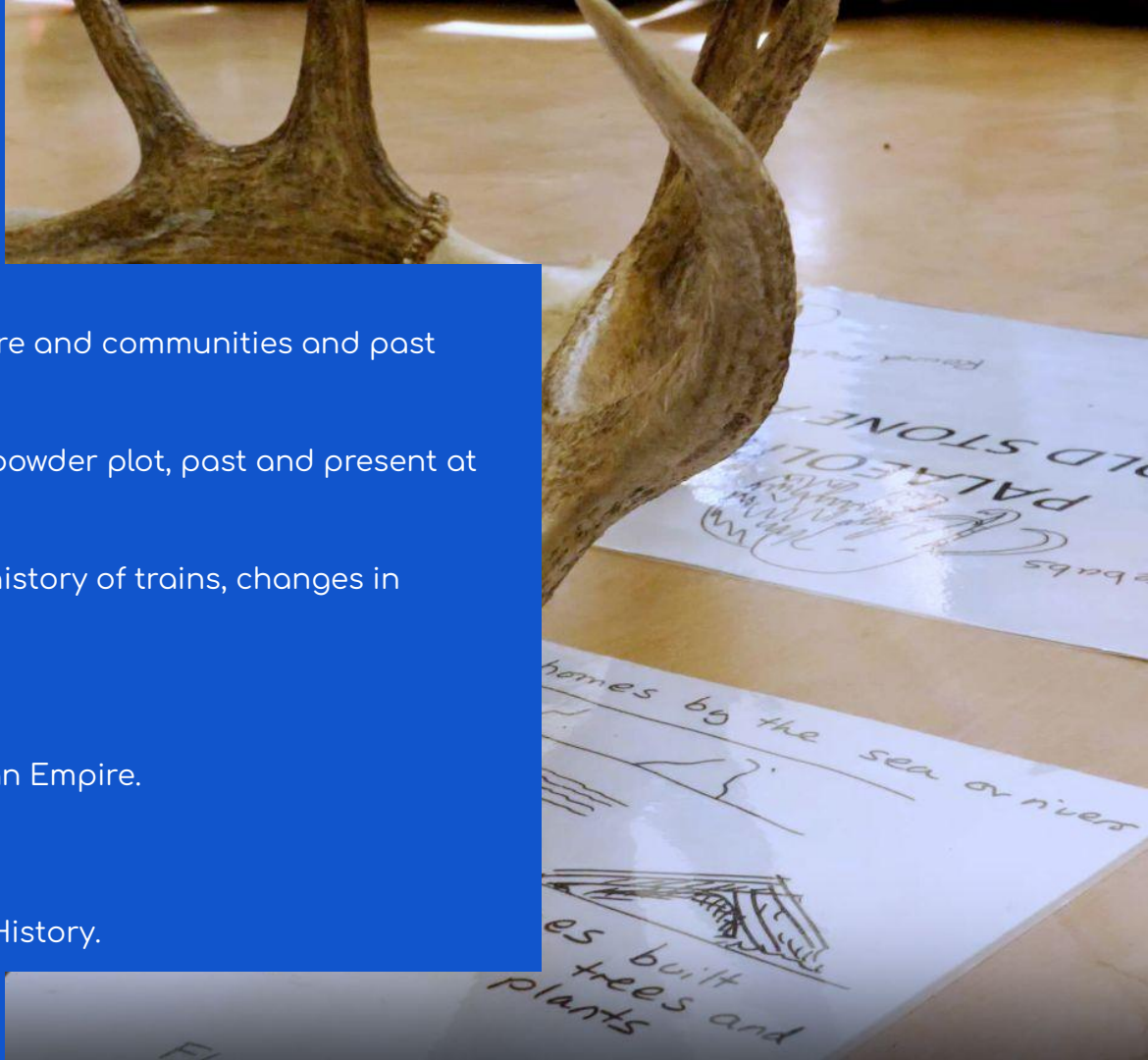
Year 2 - Battle of Hastings, transport and the history of trains, changes in school life.

Year 3 - Ancient Greece, Egyptians.

Year 4 - Stone Age, Bronze Age, Iron Age, Roman Empire.

Year 5 - Anglo-Saxon, Scots, Vikings, Mayan.

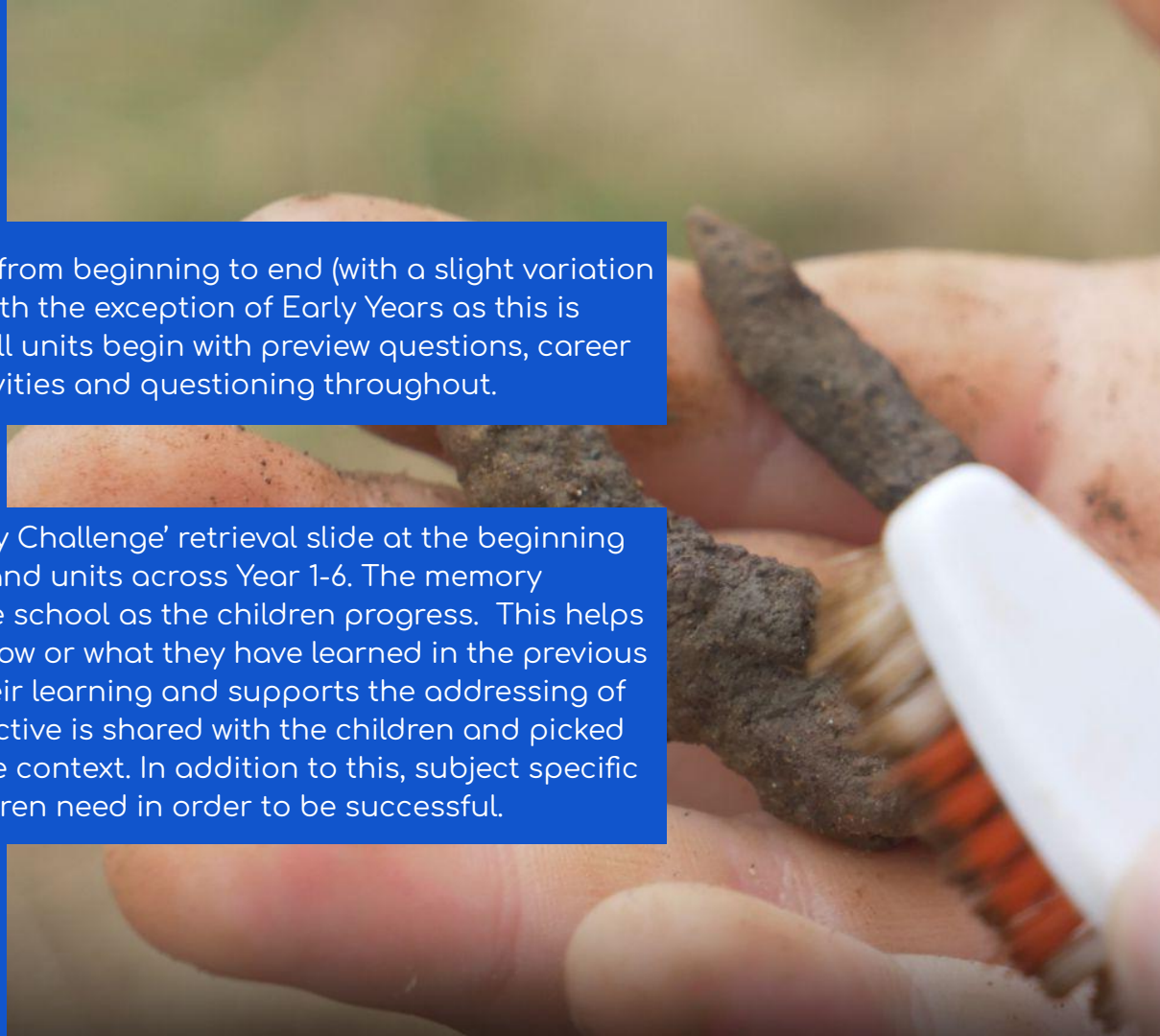
Year 6 - WW2, crime and punishment through History.



The History Lesson Structure

All History lessons follow the same structure from beginning to end (with a slight variation depending on progression in year groups) with the exception of Early Years as this is embedded into their continuous provision. All units begin with preview questions, career opportunities, teaching points, learning activities and questioning throughout.

Subject knowledge is revisited with a 'Memory Challenge' retrieval slide at the beginning of lessons to refer back to previous lessons and units across Year 1-6. The memory challenge questions increase throughout the school as the children progress. This helps support the pupils with what they already know or what they have learned in the previous lesson. It also helps students consolidate their learning and supports the addressing of any misconceptions. Following this, the objective is shared with the children and picked apart to ensure children fully understand the context. In addition to this, subject specific vocabulary is shared and key skills that children need in order to be successful.



How is the Subject Assessed?

History is assessed against the Langney End of Year Expectations for each year group, as outlined in the National Curriculum.

Assessment is continuous with teachers providing live feedback during lessons and adjusting lesson content and expectations as appropriate for individual needs. Teachers also use questioning skills to elicit understanding and address misconceptions. As each end of year expectation is taught, it is assessed formatively on the school's online assessment tool (OTrack) with each child being assessed as Working Towards, Expected Standard or Greater Depth Standard.

Formative assessments are used to inform the overall judgement as each unit is also given a teacher assessment 'on track' summative judgement.

History is assessed summatively mid year and the end of the year to monitor and show pupil progression.

Assessment is used effectively here at Langney as teachers formative assessment informs future planning and children that need extra support can receive it.

