



LAWFORD MEAD PRIMARY SCHOOL SUBJECT OVERVIEW

History

Intent

What we want our children to learn.

Our History curriculum aims to:

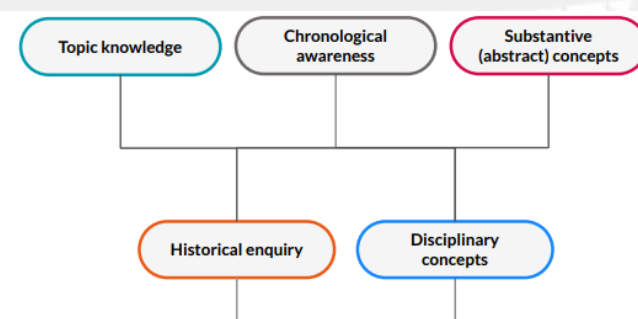
- Inspire passion and curiosity as children enquire, explore and develop their knowledge of significant periods of history.
- Teach children to understand the chronological events of history alongside significant people who have made an impact on our society today.
- Ensure children meet the Key Stage Attainment targets of the National Curriculum.
- Be accessible, engaging and challenging for all, regardless of circumstances or background.

Implementation

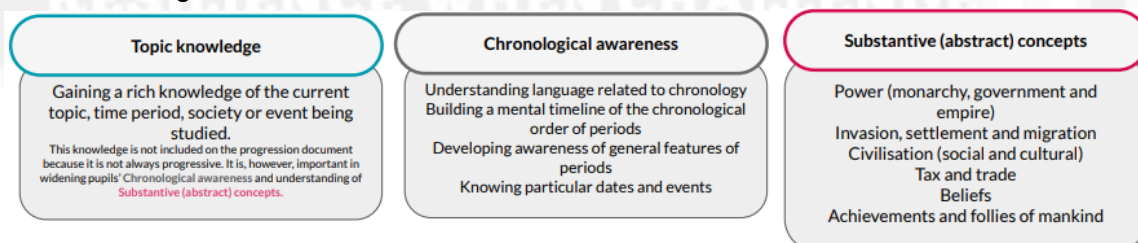
How we deliver that learning.

Our curriculum design:

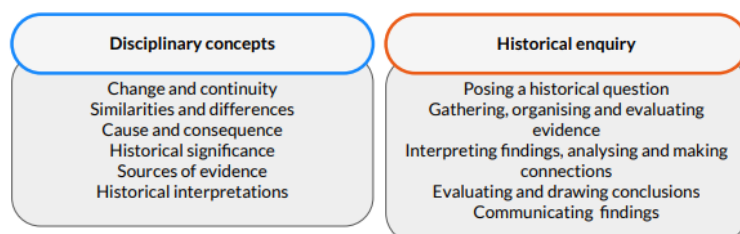
- We use our own History curriculum which is based on the following principles:



Substantive knowledge: knowledge that children should take away from the unit after it has been taught.



Disciplinary knowledge: skills that enable children to critically analyse contrasting arguments and interpretations of the past and make reasoned judgements about it.



- This spiral curriculum provides a strong progression of knowledge and skills. Prior learning is revisited, built upon, and deepened each year: see [History Curriculum Document](#).
- Lessons open with 'Do Now' retrieval questions to recall and make connections to prior learning.
- Class teachers use adaptive teaching to ensure that lessons can be accessed by all pupils. This includes pre-teaching new vocabulary, using pictures or diagrams to record ideas, step by step instructions (including pictorial) and additional scaffolding. Teachers stretch pupils' learning when required.
- Enrichment activities offer further opportunities to explore History including school trips, school visitors and enrichment days.

Our teaching and learning:

- History is taught across two/three half-terms a year for at least one hour per week.
- Lessons incorporate a range of teaching strategies to appeal to all learners: class discussion, role play and drama, independent tasks, paired, and group work.
- Curriculum books are used to record the children's learning.
- Topic-specific vocabulary is explicitly taught and explained; this vocabulary is displayed on the topic working wall to scaffold learning. See [History Vocabulary Progression Document](#).
- Each classroom has a history timeline to support children's chronological awareness of the period they are learning about in relation to their prior learning.

Impact

How we know what children have learnt and how effective this has been.

Our children:

- Enjoy participating in History lessons and exploring British and world history.
- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Meet the end of Key Stage Attainment Targets outlined in the National Curriculum for History, demonstrating a clear progression of knowledge and technical skills in this subject.

Our teachers:

- Use formative and summative assessment opportunities to review pupil progress: AfL, high-quality questioning and post-assessment quizzes.
- Use assessment statements to determine which children are working at expected, with general supporting guidance to assess children at working below, working towards, working at expected, and working above. Teachers record this assessment termly on Insight: see [History Curriculum Document](#).
- Work with the History subject leader to identify children who require further support and those who require further challenge.

Our History subject leader:

- Supports teachers in the delivery of History by offering continuing professional development, guidance and support where needed.
- Works with teachers to monitor pupil progress termly; the History subject leader advises teachers to ensure that children who are not meeting age-related expectations are effectively supported.
- Evaluates the effectiveness of teaching and learning (pupil voice, book looks, informal drop-ins, and team teaching) and acts on this accordingly.