



History

INTENT	History		
	Chronology	Significance	Vocabulary
	<ul style="list-style-type: none"> Pupils will develop an awareness of the chronology of time periods studied across the school. They will be supported to identify patterns and themes within time periods. 	<ul style="list-style-type: none"> Pupils will explore significant events and people and be guided to make links across the ages. 	<ul style="list-style-type: none"> Vocabulary will be explicitly taught in order that pupils are able to articulate their learning as historians. By using our Oracy teaching framework pupils will have broad opportunities to use new vocabulary.
Implementation	Curriculum <p>Lessons will reflect the creative pedagogy of Manor Hill and seek to meet pupils needs through a wide variety of techniques such as, research, written and creative responses to stimuli, debate and discussion, role play, circle time, use of artefacts, outdoor learning and reflection. Pupils will have the opportunity to work individually and collaboratively and will be encouraged to deepen their understanding by making links in learning to prior teaching and other subject disciplines.</p>	Skills in History: <p>Investigating, reflecting, expressing, interpreting, communicating, using evidence, evaluating, critical thinking, respectful thinking, curiosity, researching.</p>	External Stimuli <p>Units are launched with wow days or experiences where relevant and purposeful. Trips linked to History are planned for each unit if possible, or visitors are invited into school to deliver workshops or activities.</p>



Implementation	<p>Resources</p> <p>Carefully planned progression documents are in place to ensure that pupils develop their knowledge in a systematic and progressive way. Knowledge organisers for each unit draw together the knowledge, vocabulary and key facts that pupils will learn.</p> <p>High quality resources such as artefacts, sources and texts are continually being gathered to ensure that the offer for History is as rich as possible.</p>		<p>Assessment</p> <p>The progression grids set out age-related expectations which can be used to provide an overview of reasonable expectations of achievement across History for each year group.</p> <p>Teachers will assess this on a scale of Emerging, Expected and Exceeding.</p> <p>Low stakes quizzes are administered prior, throughout and upon completion of a unit in order that Assessment For Learning can inform teaching.</p> <p>Learning and concept links are revisited in order that pupils make links and commit information to long term memory.</p>
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Impact			
	<p>PUPIL VOICE</p> <p>Children will demonstrate a positive attitude towards historical learning. They will articulate their understanding of how children lived in different periods of time and will be able to draw comparisons with their own lives.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Pupils will develop their specific knowledge of people, events and historical periods, including significant events in Britain's past. They will understand the chronology of taught periods in relation to each other and to now.</p>	<p>EVIDENCE IN SKILLS</p> <p>Pupils will become historically literate, using vocabulary to explain their understanding of the periods of history covered.</p> <p>Pupils will have a respect for historical evidence and be able to make use of it during enquiry.</p>