

## History at Cranford Park CE Primary School

<u>What we do</u>	<u>Why we do it</u>
<b>Initial Assessment of Current Knowledge and Understanding</b>	At the beginning of each topic, children will create a 'mind map' or similar to show what they already know about the topic and what they would like to find out. This put into their history book or folder. This can be added to throughout the topic in purple pen so that children can see their knowledge grow. They will also address any early misconceptions by amending these.
<b>Knowledge Organiser and Glossary shared at start of each topic</b>	These are kept in books/folders for easy referral throughout topics and can help children retain knowledge and understand a topic better. It can improve long-term retention, allow for revision/retrieval practice and can help children to build links between the knowledge within a topic. Knowledge organisers can also help children to focus on and fill gaps in their knowledge.
<b>Topics begin with a big question</b>	Questions at the start of each topic set the context for the exploration. These are suggested for each unit. Throughout the topic, children will gather information to allow them to answer the question. Lessons may also have a focus question coming out of the bigger question. Responses allow teachers to identify misconceptions and tailor learning for each cohort. Returning to the question at the end of the session/topic allows teachers and children to review learning, progress and depth of understanding.
<b>Links made with other history topics</b>	At the beginning of each topic, we draw links with other periods of history studied. For example, when studying Ancient Egypt, year 4 will be reminded that their Stone Age studies in Year 3 were during the same period of history, but in another place. For each lesson, the teacher has information on what has come before and what is yet to come in the progression of knowledge and skills.
<b>Explicit teaching of chronology</b>	At the start of each topic, children will set their current period into a timeline showing the other periods of history they have studied. Classes can also visit the large timeline display to see the bigger picture around their studied period. This helps them to set their learning into context.
<b>Rich discussion, oracy and debating opportunities throughout lessons</b>	A strong element of oracy will exist in every lesson. Children are encouraged to debate and discuss issues and learning throughout topics. They are encouraged to reflect, voice their own opinions and respect other perspectives and viewpoints. Children are taught to recognise bias in historical accounts and artefacts and to form their own judgements about events. Links are made with history to current world issues where possible.
<b>Resources and Artefacts</b>	We ensure that there are adequate resources for the topics we study. Resources include books, photographs, maps, documents, historic versions of items, models, etc. We encourage use of Hampshire history Boxes to add to the resources we have ourselves. Teachers should contact the history Curriculum Centre on 01962 874802 to check availability before ordering online. Fundraising events provide an opportunity for resource updates.
<b>Memorable and Innovative Experiences</b>	In every topic, children will have an opportunity to immerse themselves in an experience. Most projects begin with a memorable experience and end with an enterprise. This could be a visiting workshop, a school trip, a theme day, a school event or an exciting innovative activity, an assembly or presentation. This allows children to become excited about learning to come at the beginning of a topic. to celebrate their learning at the end and makes each topic memorable.
<b>Rigorous and comprehensive progressive curriculum mapped out in considerable detail</b>	Our comprehensive curriculum supports subject knowledge and ensures a robust approach to the teaching of history throughout the school. Throughout each topic, children are encouraged to investigate and explore three themes in their given eras: Everyday Life, Civilisations and Hierarchy and Power. They explore changes over time, significant people and events, chronology and learn to compare and contrast periods. They learn disciplinary skills including use of artefacts and sources, communication and reporting and concluding. In addition, all year groups study an element of British History and an element of Local History.

<b>Knowledge acquisition and coverage.</b>	<p>For each lesson, planning identifies the relevant programme(s) of study and the concepts covered by the lesson. Specific knowledge and facts relevant to the lesson are specified to support knowledge acquisition. Additional information is also offered to support teacher subject knowledge and to allow for accumulation of additional cultural capital.</p> <p>The 'Sticky Knowledge' and skills which are required to be built upon year on year are identified and to support progression, teachers are given the preceding and following year's information for each lesson. Resources are supplied to allow teachers to focus on the adaptation of the curriculum to meet the needs of all learners.</p>
<b>Child-led and 'Investigative' approach</b>	<p>Children learn to use primary and secondary sources to research elements of their historical period. They are encouraged to collaborate with others, to follow their own interests and to present findings to others in the class. For example, children may choose a famous person from history to study and then will present their findings to the class in a format of their choice.</p>
<b>Christian and Fundamental British Values are woven throughout our history topics.</b>	<p>We recognise that history provides a wealth of quality opportunities to reflect and focus on values. Our overview identifies appropriate focus values for discussion and focus in each year group. SMSC opportunities are also identified within each lesson. Teachers are encouraged to draw on these opportunities wherever possible. Children will also have additional opportunities outside of history lessons to learn about significant lives from a variety of cultures - others who have 'let their light shine.'</p>
<b>Evidence of Learning</b>	<p>Each child will have a history book or folder within which to present their personal learning. Younger year groups may also have a class floor book. Topics will begin with a title page, the assessment (mind map), timeline, glossary and knowledge organiser. In each lesson, children will add something to their book. This could be a reflection of their learning, an annotated photograph of practical activity or a piece of work for example.</p>
<b>Assessment</b>	<p>At the end of each topic, assessment activities are built in to the planning to establish the level of knowledge and understanding acquired. Teachers will use these opportunities along with further observation, questioning and work scrutiny, to establish whether children have met the expected standards their year group, as laid out in the assessment statements.</p>
<b>Whole School History Event</b>	<p>Each year, there will be a whole school history event to celebrate history. For example, a whole school investigation of an element, a study of a particular theme such as 'costumes', etc. This will change annually.</p>