******History in our classrooms at Brampton Cortonwood Infant School**

**Our Environment**

>Teachers will have a working wall and a history themed display supporting that half terms history through the teaching of the school’s half termly topics. These learning areas will include high quality WAGOLLs, artefacts, resources, books, methods/questions and ideas. Carefully chosen vocabulary, which will all be updated when moving onto a new history topic.

>EYFS teachers will enhance provision both inside and outside to support the teaching of history (Understanding of the World) within appropriate areas.

**Our pupils’ Voice and Books**

>Pupils are encouraged to think like historians and develop their skills including historical enquiry.

>Pupils develop other skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

>Pupil’s voice will show a developed understanding of the methods and skills of historians at an age appropriate level.

> Pupils will have a secure understanding of the key techniques and methods for each key area of the curriculum: significant events and people, events beyond living memory, and changes within living memory.

> Pupil’s voice will have progression of understanding, with appropriate vocabulary which supports and extends understanding when confidently discussing history, their own work and identifying their own strengths and areas for development.

>Pupil’s quality of work in books will demonstrate appropriate pitch and challenge. It will be evident that children’s knowledge has increased compared to previous years. Pupils will be able to apply the knowledge and are beginning to think and work like ‘historians.

**Our Approach**

Our History curriculum is designed to ignite pupils’ curiosity about the past through subject specific teaching organised in a topic-based approach. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills and key vocabulary. The teaching of History in our school is intended to equip pupils to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives, and develop informed judgements. In addition, our bespoke curriculum progression models provide opportunities for pupils to explore their own identity, for example, through local History topics. Our History curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. Progression is planned in knowledge, skills and vocabulary so that pupils by the end of Year 2 have the cultural capital to be successful in History in their junior school. The progression document carefully builds on prior learning so that children can make sense of the subject progression allowing for sensible cross curricular links to be made. History is taught within a discrete theme in each year group and pupils explore the past and develop an awareness of how their own identity has had an impact on civilisation. Our curriculum provides the opportunity to discover how people and events have shaped this nation and how Britain has been influenced by the wider world. Our aim is to inspire a love of history and encourage our pupils to become critical thinkers who are able to explore a historical line of enquiry. Progression plans ensure coverage of both the required knowledge and the subject specific skills allowing pupils to know more and remember more.

**Our Teachers**

>Teachers will follow the progression model for history which ensures appropriate coverage of knowledge, skills and vocabulary for each year group.

>Teachers will personally pursue support for any particular subject knowledge and skills gaps prior to teaching.

>Teachers will ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. Teacher will have the knowledge and ability to support SEND pupils through: pre teach, keep-up, catch-up and intervention sessions.

**>**Teachers will assess pupils through marking, formative and summative assessments, which will inform whether the pupil is ‘on track’ or ‘not on track’.

>Teachers when introducing a new topic in history will allow pupils the opportunity to ask historical questions and enquire about their topic of interest based on prior learning knowledge.

>Teachers will help pupils understand the key vocabulary associated with their topic and understand the meaning of them in a practical/real life context.

**Our Subject Lead’s Role**

>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.

>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as historians.

>Ensure an appropriate progression of history skills and knowledge is in place over time so that pupils are supported to be the best historians they can be, and challenge teachers to support struggling historians and extend more competent ones.

>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

>Identify historians who underpin specific areas of the curriculum and raise aspirations for pupils.

>Keep up to date with current history research and subject development through an appropriate subject body or professional group.

>Celebrate the successes of pupils through planned displays and collate appropriate evidence over time which evidences that pupils know more and remember more.

>Monitor the standards in the subject to ensure the outcomes are at expected levels ensuring the quality of education is good or better.

>Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

**Our Lesson Structure**

Individual sessions are planned to inspire, engage and challenge pupils in response to their needs. Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning.

>In our history lessons, you will see whole class teaching, group work and independent work.

Our teaching sequence will include:

>Placing of the history being studied in the chronological context of previous learning.

>Using timelines where appropriate.

>Lesson review including review of learning covered in previous lesson/s.

>Teaching encourages children to use subject specific vocabulary through discussion, research and reading and such information is displayed in the learning environment.

>Conduct Historical enquiry using a variety of sources and / or artefacts to allow pupils to Interpret their findings.

>Communicate their historical knowledge and understanding appropriately and evaluate their learning and compare with other historical periods studied as appropriate.

Lesson slide sequence:

* Share the WALT and topical vocabulary.
* Share the steps to success.
* Link to previous learning through a quiz.
* Questions.
* Practical introduction along with resources and materials to support that sessions learning.