

INTENT: Safe, Happy, Challenged, Memories Made

<p style="text-align: center;">Mixed-attaining pairs</p> <p>Children's partners are regularly changed, with children working in mixed-attaining pairs, carefully selected by teachers. They are given opportunities to share their thinking with their partner and work collaboratively throughout the lesson.</p> <p>Impact: Children can discuss with peers before sharing with the rest of the class so that they have time to develop their thinking and build on that of their partner to further deepen their understanding and justification skills.</p>	<p style="text-align: center;">Chronology</p> <p>History is finding out about life in different times and places in the past, but also how and why societies changed. We encourage our children to make links to time periods and the impact they have had on today's society.</p> <p>Impact: Children become aware of the order of world history and their place in the timeline. They begin to understand how the past has impacted the present we live in.</p>	<p style="text-align: center;">Questioning</p> <p>Varied questioning techniques are used to ensure that all children are challenged in every lesson. Teachers and support staff use open and closed questions, a variety of feedback opportunities and targeted questioning. Children also question each other and build on one another's contributions.</p> <p>Impact: All children access learning and can benefit from questions pitched to challenge them individually.</p>
<p style="text-align: center;">Links to English</p> <p>History provides an ideal context for extending children's literacy, in speaking and listening, reading and writing. Children debate the sources of artefacts and explain their thinking., They pose questions to consider for research. The use of historical documents makes excellent shared texts for literacy teaching, and reciprocal reading, all these introduce children to new ideas, vocabulary and forms of language.</p> <p>Impact: Well-chosen historical documents, artefacts and sources enhances children's understanding of history while contributing to their English skills.</p>	<h1 style="font-size: 2em;">History</h1> <p style="font-size: 1.2em; color: blue;"><i>"Learning history is like time travelling, I love it."</i></p> <p style="font-size: 1.2em; color: blue;"><i>Year 6 child.</i></p>	<p style="text-align: center;">Visitors</p> <p>As a school, we value and encourage visitors within history topics. We have made links with University College London. This gives the children the opportunity to hear first-hand about the archaeologist's fieldwork and the new artefacts they uncover. We have also had many visits from The Time Truck (MOL). We have people from the local area to coming in a talk about their experiences of the area during WW11</p> <p>Impact: Through this interactive learning, children become excited and engaged. It leads to questioning and discussions with their peers, visitors and staff. It enhances and fosters a wider understanding of the world around them.</p>
<p style="text-align: center;">Assessment</p> <p>Learning reflection sheets are used to assess each lesson. Class teachers use these to inform their subsequent lessons and provide specific support to children as needed. These are used towards supporting teachers final judgements when a stage is decided on for each child at the end of a unit. Assessment is also carried out through teacher questioning. We do not have a final unit test on this subject.</p> <p>Impact: The reflection sheets allow staff to note any areas and children of concern for supports these can then be planned into the next sessions and children can be identified to be focused on by either the class teacher/TA or he phase support with added support through questioning and resources. All relevant teachers have good knowledge of the needs of their pupils.</p>	 <p style="color: blue; font-size: 0.9em;"><i>Our history curriculum, through museum visits and expert visitors, equips children with the knowledge, skills, attitudes and vocabulary to become learners who are curious about the past. The analysis and evaluation of Britain's past and that of the wider world provides a context for present-day challenges. Through debate, it informs children's opinions so that they are well-placed for the next stage of their education.</i></p>	<p style="text-align: center;">Museum Visits:</p> <p>Staff make good use of museums across London to help make history an interactive and interesting subject. Workshops are booked (e.g; GFOL, propaganda posters etc.) Museums used include;</p> <p>The History Museum, The Museum of London, The London Museum of Docklands, The transport Museum, The Museum of Childhood, The imperial War Museum, and many others.</p> <p>Impact: Museums and museum workshops offer connections to history that can easily be overlooked in the classrooms. They give the children opportunities to compare and contrast what is important for them, which leads to higher critical thinking skills. Visiting a museum opens the door for our children's curiosity in the form of questions. Research has shown that most children reported that museum and gallery visits, improved their knowledge and understanding of the subject. Children's understanding and thinking skills improve in this subject.</p>
<p style="text-align: center;">History Vocabulary</p> <p>Specific and explicit teaching of carefully chosen vocabulary, via SOW cards, sources and texts about history, helps to broaden and enrich children's vocabulary. There is a vocabulary list on our curriculum hub and our History SOW cards for each year group.</p> <p>Impact: Increased vocabulary enables greater understanding (comprehension) of concepts and improves understanding of the topic and within their wider world experiences.</p>	<p style="text-align: center;">History Scheme of Work</p> <p>Our History Sow of work is our own. Each unit has its card. Each card contains information on the prior learning, NC objectives, Key skills and knowledge to teach. Enquiry questions, Significant events and people from the time period. Chronology of world events during this time period, Key Vocabulary, Writing opportunities, weblinks and suggested learning goals.</p> <p>Impact: Teachers will have a good understanding of the prior learning that should have taken place. They will know the chronology of the time period they are teaching and how/where it fits on a world timeline. This will impact children's understanding of time periods and understand that events were taking place across the world and not happening in isolation. Teaching through enquire questions allows the children to investigate, research and use higher thinking skills. The link to writing opportunities allows for cross-curricular links to be made.</p>	<p style="text-align: center;">CPD</p> <p>Teachers have the opportunity to work with experts to support subject knowledge (UCL visitors.). Internally disseminated History CPD encourages teachers to develop and refine their practice. The History lead can offer advice and support for other members of staff. A variety of history websites are used as well, eg; Historical Association</p> <p>The History SOW cards contain a variety of information to support teachers' understanding and planning of the period being taught.</p> <p>Impact: Teachers take confidence in their teaching of History, thus raising standards across the school.</p>

Be Curious, Be Resilient, Be Enthusiastic, Be Collaborative, Be Reflective, Be
Adventurous