



History at Heage Primary

Intent Statement

At Heage Primary School, we aim that through the study of history, children make sense of their world and enrich their understanding of it.

Through this curriculum, in conjunction with the National Curriculum for history, children will understand the similarities and differences between societies and cultures and the impact of changes on people and places.

Implementation: Planning

The curriculum developed by history lead and curriculum lead based on the national curriculum. It is tailored to the needs of our pupils and the local area.

Implementation: Curriculum links

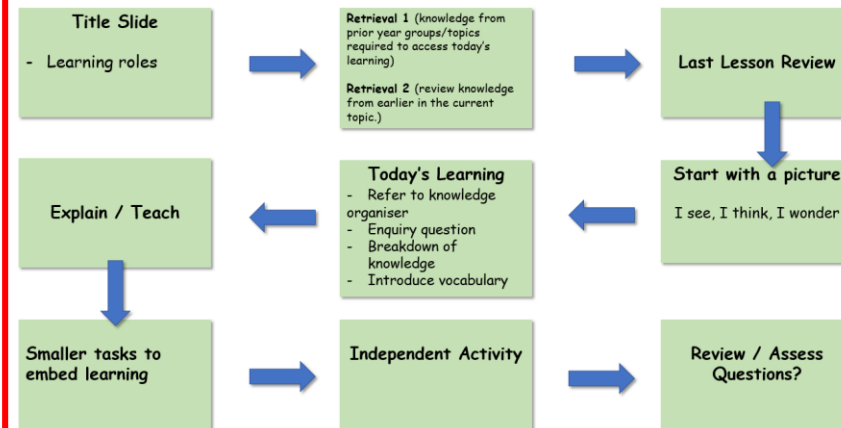
History at Heage is taught through 4 strands: The Story of Britain, Focussed History, Local History and Global Citizenship. KS1 focusses on focused history and local history, studying a specific event, theme or individual and their impact on our world.

KS2 focus on local history and a significant period of British History in chronological order, making links between one era and the next.

Implementation: Resources

Books to support learning in the classroom.
Educational visits to enhance learning

Implementation: Lesson sequence



Implementation: T & L / Pedagogies

Each lesson begins with an opportunity for children to revisit prior knowledge and to see how links can be made between periods and people in history.

Opportunities to think like a historian are built into learning to enable children to become critical thinkers.



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Implementation: Environment

Classrooms have a display board which displays history vocabulary.

Implementation: Feedback

Children are given verbal and sometimes written feedback regarding their outcomes to help their understanding and progression.
Children are given opportunities to use peer feedback during lessons.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Quality first teaching strategies to support all learners.
- Dual coding to aid visual aspect of learning.
- Topic vocabulary displayed and referred to throughout the topic.
- Formative assessments inform next steps in planning for highlighted individuals and groups.
- Differentiated questioning to enable children to think like a historian and become critical thinkers.

Impact: Evidencing

Written outcomes will be recorded in topic books. Non-written outcomes will be recorded digitally eg: photographs, videos to evidence the final outcome of the lesson. These will be displayed on the learning wall.

Impact: Assessment

- Retrieval tasks are completed at the start of every lesson to assess prior learning.
- Discussions during lessons monitor learning and are used for AFL. Teacher judgements will feed into future planning (which will be evidenced within presentations/lesson plans)
- End of topic assessments will identify children working at EXS and GDS.
- Monitoring by history lead to assess learning completed and ensure sequence of learning.

Impact: Monitoring

- Review of lesson slides to monitor consistency across school.
- Book-looks to ensure consistency of outcomes with planning and slides.
- Monitoring of digital evidence - when written outcomes are not appropriate.
- Lesson observations and learning walks
- Pupil voice