



CAWTHORNE'S ENDOWED PRIMARY SCHOOL

National Curriculum **SUBJECT GUIDANCE** for

History

PLANNING for DELIVERY

History is taught within the context of our topic rolling programme, through units from Hamilton Trust. This is taught within the context of the wider topic being studied, so lessons will usually contain links to other subject areas. There are a number of events that are not specifically mentioned on the rolling programme, but will be covered as they arise, an example of this was the VE Day 75 years celebrations. The rolling programme can be found in the shared school Google Drive folder.

Units have been chosen to relate to the topic covered for a term. The National Curriculum requirements were taken into consideration when planning unit coverage to ensure all elements of the history curriculum are covered on the rolling programme. The broad units to be covered are also included on the rolling programme. The unit coverage is designed to engage children in active learning whilst giving them meaningful outcomes.

The Hamilton Trust resources can be found at:

<https://www.hamilton-trust.org.uk/>

PROGRESSION and DIFFERENTIATION

The history sessions are taught through a two-year rolling programme for Key Stage 1 and a four-year rolling programme for Key Stage 2, ensuring that all children have access to the full range of experiences and coverage, over their time at Cawthorne's Endowed School. This also provides the opportunity to develop skills and knowledge in a coherent manner.

Many opportunities are given for mixed ability pairs or groups which is beneficial for sharing knowledge and developing skills. Key skills and vocabulary will be revisited and built upon as they progress from lesson to lesson and throughout the school.

CHALLENGING THE HIGHER ABILITY

Learning activities are differentiated, so as to provide appropriately challenging tasks for all pupils. Many of the activities are differentiated by the method of recording completed work, questioning and tasks related to the main lesson objective as well as through outcome. Lesson objectives can vary depending on the ability of the individual. Extension activities are often used for higher abilities which are developed particularly with more able children in mind.

SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance with their Pupil Passport. Regular interventions are in place for children identified as needing differentiated support which is reviewed termly to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome.

ASSESSMENT and Record Keeping

At the start of each unit, children will demonstrate their knowledge in the area through completing a 'thought shower' or similar, in the Class Big Book and/or topic books in Key Stage 2. Children will refer back to this as work is completed and be given opportunity to demonstrate the skills and knowledge that they have learned. The Class Big Books are colour coded for the different subjects so that it is easy to see which subject work relates to. Children in Key Stage 2

also have their individual topic books which use the same colour coding system. Children will also be encouraged to assess their own and other's work against specific learning objectives taken from the National Curriculum which enable children to see a build-up of skills and knowledge taught.

Teachers are constantly assessing children through questioning, observation and through the work created. Evidence of engagement with learning activities will be regularly collected through photographs, audio and video and printouts of children's work. All staff will use an **s** in circles to indicate where children has completed work with **support**. It is presumed that all other work will have been completed independently. All of this will be used to inform support within the lesson, as well as future planning of work and the next steps in learning.

Summative comments are written on an end of year report to parents. Annual report comments are to be recorded at the end of each unit of work. This should be written in the light of the skills and knowledge that each child has acquired and developed throughout the unit.