

The history curriculum is built around **4 schemas**:

Chronology



Invasion



Social history



Historical Enquiry



Key **Vocabulary** is sequenced and explicitly taught based on each of the schemas,

It is introduced at the start of each lesson

It is evident on knowledge organisers and topic displays.

Each unit of History is based on answering a **BIG** Question. The teaching of History supports pupils in understanding and answering their **BIG** question. Units begin with a lesson on chronology before moving on to a sequence of lessons linked to the remaining schemas, which enable pupils to build their knowledge and understanding to answer the **BIG** question in a final task. At South Bersted, we believe in providing clear steps to success and planning opportunities for pupils to ask and answer questions to support their understanding. Lessons are made practical where possible with planned experiences within each unit to support pupils in developing their historical understanding.

Historical Enquiry is taught through the use of evidence, visits, visitors and artefacts.

Pupils are given opportunities to consider differing viewpoints and consider the interpretation of the evidence and how it was intended.

We effectively **model** learning through:

I do, we do, you do,

Think aloud, (what do I know already that will help me),

Making links to previous units taught in earlier year groups.

We use **scaffolds** to support independence:

Prompts,

Part worked examples.



To disrupt the **forgetting curve**:

We have a spiral curriculum,

Each lesson begins with a FFT,

Key concepts are revisited through morning boards

Feedback is:

*Specific to the enquiry skills and **vocabulary**,*

Encourages pupils to consider the evidence and develop their enquiry

Links to the BIG Question for the unit throughout lessons.

Learning is **sequenced** to enable children to answer the BIG Question for the unit

A final task allows pupils to demonstrate their knowledge and understanding.

How are humanities books used?

- Each child has an individual book where both history and geography lessons are recorded depending on the topic.
- At the start of each unit the knowledge organiser is stuck in to signify the beginning of the new unit and to ensure pupils have key facts available to support their learning.
- The date and lesson objective are included at the start of each lesson. This may be printed for younger pupils and will be written by older pupils.
- All parts of the lesson will be recorded in the books: starter, main activities and exit question. Expectations of what should be recorded is indicated in the planning
- EYFS and Year 1 use floor books. Year 1 progress to individual books during the summer term.

How are resources organised?

- All units of work are saved in a shared folder for all staff to access.
- Historical artefacts for some topics are stored centrally in the DT room
- Resources for specific topics are kept in the classroom cupboard for that year group.

How often is humanities taught?

- Humanities is taught weekly, this will be history or geography depending on the topic.
- All units focus on a big question.
- During the year pupils will cover a balance of history and geography topics.
- Lessons include a mix of written, creative and practical tasks.

How is a humanities lesson structured?

- All lessons start with a starter task, revisiting previous knowledge. In KS1 these are responded to as a class. From Year 2 onwards these are individual response based.
- The main teaching is focused on the key learning objective for the lesson. This will include discussion and will build on the big question for the unit.
- All lessons end with an exit question, giving pupils the opportunity to deepen their understanding.

How is humanities assessed?

- Pupils are assessed on their key learning and understanding. In Key Stage 2 this is done as a Google Quiz. In key stage 1 a more practical approach is taken through an assessment task
- Assessment data is recorded on SONAR.

