



Subject on a page - HISTORY

Intent Statement

History at William Booth is a subject that allows the children to learn from the past and understand the importance of not replicating mistakes from it. They understand that the past makes a difference to the future and that their actions today will affect the future of others. Children's knowledge is built upon year on year and this knowledge allows them to analyse and draw conclusions on the past both locally, nationally and globally and are able to form opinions about these. Through this knowledge, children develop key skills that allow them to explore, analyse, compare and gain historical perspective. They have knowledge, not just of Britain's past, but that of the wider world. This disciplinary knowledge alongside a key skill set aims to develop keen, skilled historians and build cultural capital. Blended learning also gives the children chance to further engage with their learning, making it accessible and encouraging them to develop these skills of analysis and exploration further.

Implementation: Scheme

At William Booth, we have a thematic curriculum. History is the driver of our first theme in the autumn term: 'Discover'. The learning is outlined in the following documents:

Knowledge Map

This is a knowledge coverage document outlining facts that children must be taught in each subject discipline.

Curriculum Map

This contains key skills children must learn within the subject discipline in order to apply disciplinary knowledge gained.

Implementation: Resources

Visits and trips enhance learning and ensure all children are immersed in their learning.

History resources that enhance our curriculum are accessible to teachers.

Teachers are given access to and told about useful resources they can access online such as artefact boxes.

iPads enhance history learning through VR experiences, green screen use as well as providing access to wealth of apps.

Implementation: Curriculum links

- History runs throughout all of our themes however, it plays a vital part in our 'Historical Enquiry' theme in term 1 (Discover). This provides children with the opportunity to explore historical concepts and knowledge across numerous subjects and apply historical knowledge and skills as part of everyday learning.

Implementation: Teaching and Learning approach

- History is a key thread that runs throughout all 3 themes in our curriculum. History knowledge builds as the children progress through the year and, through this knowledge, children are able to learn and apply skills related to being an historian. History lessons are based on this key knowledge and these key skills.
- Children learn through key concepts and vocabulary that are revisited and repeated as they progress through year groups. These can be seen clearly colour coded in our knowledge maps. Children also explore related concepts or 'big ideas' such as 'chronology', 'cause and consequence', 'interpretation', 'source enquiry', 'significance' and 'similarity and difference' to ensure the effective teaching of the subject discipline.

Implementation: Environment

Rich classroom environments support learning.

Classroom environments reflect the theme learning. In autumn term the environment therefore reflects the historical learning of each year group.

Key vocabulary and learning must be displayed on a theme working wall for use by the children.

Impact: Evidencing

Work is completed in theme books as well as on iPads and recorded in Showbie. Use of digital outcomes is also used.

Implementation: Feedback

Feedback is given to all children within lessons through live AfL. Children are given opportunities to discuss their understanding and knowledge and careful questioning not only assesses learning but also encourages deeper learning where appropriate.

Teachers used books and digital outputs to assess learning after every lesson and use this to inform future teaching and lessons and give feedback to pupils.

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

Quality first teaching strategies support all learners.

Adaptive teaching strategies support all learners.

Tasks are amended so that all children can access the same learning.

Technology is used regularly to support all children such as the use of voice notes, colour coding and individualised lesson formatting.

A focus on understanding key vocabulary is used to support learners.

Carefully considered questioning to enable children to think more deeply about the language.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)

Impact: Assessment

Retrieval tasks are regularly used to assess prior learning as well as assess knowledge understanding and retention.

AfL occurs regularly in lessons to identify gaps.

Subject Evaluation takes place in autumn term by history lead to assess learning completed and sequencing of learning as well as knowledge gain and application.