



History Subject Logic Overview

Curriculum Drivers	Sequencing and Content	Core Threads
<p>Global Citizens – Our History curriculum will provide children with a coherent knowledge and understanding of how the world is interlinked. They will look at the importance of cooperation for a civilisation to succeed – along with studying the history of other countries, not just Britain.</p> <p>Respectful Communicators – The children will be learning about the history of the world and looking at how groups of people were treated in the past. The children will be able to compare different eras to our time and look for similarities and differences.</p> <p>Active Learners - Our History curriculum will inspire curiosity through the exploration of different time periods. The children will be exposed to enquiry questions that they will take responsibility for answering and discussing.</p>	<p>Our long-term planning illustrates fidelity to the National Objectives required to teach history. The plan is a two-year cycle that illustrates links to the key concepts ensuring full coverage of skills and knowledge is maintained. These subject skills are drawn from a recognised National Subject Authority such as The Historical Association. Progress is recorded as Below or Expected for each child. A Subject Leader ensures monitoring takes place through, learning walks, observations, book looks and professional conversations with children and teachers.</p>	<p>Significate People</p> <p>Artefacts</p> <p>Turning Points</p> <hr/> <p>Cultural Enrichment</p> <p>We aim to provide many cultural enrichment opportunities for children across the historical curriculum. These have previously including:</p> <p>Year 5 and 6 - WW2 – North Norfolk Railway/Workshops Year 3 and 4 Anglo Saxons – West Stow Local History – Stranger’s Hall Egypt/Rome – Norwich Castle KS1/EYFS Ancient House – Homes across the ages The Cathedral – Edith Cavell Animal explorers – Norwich Castle</p>
<p>Health and Well-being – In our history curriculum we will look at the way people lived over time and the improvements to our lifestyle. We will discuss if we are healthier and compare different aspects to our own lives.</p>	<p>Sticky Learning!</p> <p>Retrieval and Practice</p> <p>Each child will be given a knowledge organiser at the beginning of each unit. This will enable parents and carers to support learning at home, children to be prepared and to understand what skills and knowledge will be covered around 'The Big Question'. All knowledge organisers will include: key vocabulary and definitions linked to the unit; links to prior/future learning; texts to read; key dates and facts; chronological timelines as appropriate. At the start of each lesson a quiz or retrieval practice will be used to assess retention of learning.</p>	<p>Support for the lowest 20% of children</p> <p>Adaptations will be made to support children with meeting age related expectations. Teachers will use the Rosenshine’s Principles of Instruction:</p> <ul style="list-style-type: none"> ➤ Review previous learning/make links ➤ New material presented in small steps ➤ High quality modelling ➤ Guided practice ➤ Independent application ➤ Challenge