



HISTORY at Ham Dingle



Our History curriculum aims to...

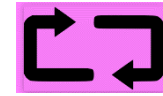
- To provide every child with a diverse historical knowledge of local, British and World History.
- To develop inquisitive historical thinkers.
- To build a strong sense of chronology including modern and ancient history.
- To produce learners who are confident to discuss and explain historical events that they have studied; drawing on facts and critical thinking skills.



Big Ideas

Research-based curriculum to support the delivery of History across the whole school. We study History on a three week cycle to allow for spaced retrieval where children can embed the key knowledge and understanding. The Big ideas are:

- Changes within living memory
- The lives of significant people
- Events beyond living memory
- Significant historical events, people and places in our locality
- Stone age – Iron age
- Rome and the impact on Britain
- Anglo-Saxons
- Vikings
- Ancient civilisations (Maya and Greeks)
- Windrush Generation
- Beyond 1066



Content and Sequencing

Content – The content of our curriculum is generated using a research based curriculum focusing on; the explicit teaching of vocabulary; the opportunity to embed learning through spaced retrieval; reduction of cognitive load and the development of cultural capital. This includes coverage of local history, world history and ancient civilisations where depth of knowledge is paramount.

Sequencing

Subject coverage is planned sequentially and with a clear rationale for making connections to prior learning. This is achieved through revisiting and building on foundational knowledge. Attention is paid to EYFS provision and connections to Year 1. Timetable focus on curriculum studies to increase motivation, pace and connection



Deepening Concepts

Our History deepening concepts are the disciplines that help pupils to think and act like a historian, these are shared at the start of a lesson and are:

- **To understand chronology:** order events and begin to use this to explore causation, consequence and connection.
- **To communicate historically:** use accurate language to refer to concepts and time periods and develop justifications for ideas.
- **To investigate and interpret evidence:** find out about the past from a variety of sources using deduction and inference skills, as well as analysing and comparing sources.
- **To make connections in World History:** describe how concepts have developed over times and in different contexts.



Learning Modules

Each learning module has a knowledge and vocabulary rich teacher guide which identify:

- NC History Curriculum expectations.
- Connections to previous learning in the sequence.
- A coherent sequence of learning supported by a cumulative quiz.
- End point subject skills and knowledge.
- Contextual Tier 2 and Tier 3 vocabulary.
- Dual coded knowledge organisers, that support the big idea, all information's kept in one place to avoid the split-attention effect.
- Tier 3 vocabulary is highlighted in red.
- Lesson by lesson navigation helps build conscious connections.



Lesson Design

Each lesson has:

- A clear structure of – example, explain, attempt, apply and challenge
- A question to promote connection to prior learning and aid scheme growth
- Vocabulary capture where pupils' practise and define words
- Knowledge Note which supports teaching headlines and pupil tasks. Reduces the load on the working memory as all essential information is kept in one place
- Quality assured highly detailed diagrams and images to enrich the teaching sequence
- Begins and ends with retrieval practice



HISTORY continued...

Our curriculum aims to develop...



Vocabulary

Each learning module has:

- A vocabulary specific unit where pupils are taught etymology and morphology of words.
- A vocabulary teacher guide that states prior vocabulary knowledge – listing words pupils should know. Tier 2/3 words for explicit instruction and relevant idioms and colloquialisms.
- Vital vocabulary organiser. Pupils' practise and define words. Words are used, connected and deconstructed for meaning within the learning sequence.



Metacognition

Pupils are encouraged to think about their own learning by monitoring their understanding linked to the headings and icons on the knowledge notes. Pupils use the knowledge notes to monitor their achievement and purposefully direct their learning. Once they judge their understanding to be secure, they highlight/tick the section on the knowledge note to signal this.

Pupils further engage in the process of metacognition by answering the end of lesson question in their own words, providing the supporting evidence.



Retrieval Practice

Retrieval practice is used as a learning tool, not just an assessment tool. Opportunities within each lesson are created for pupils to show what they know. Before a lesson, during a lesson and at the end of the lesson pupils will:

- Use retrieve two things – show what you know
- Connect – add one more thing to what you know

Answer relevant questions on the cumulative quiz specific to the learning module. Cumulative quizzing is designed to help pupils bring current and past learning to mind as well as helping teachers to glean information about where to support pupils next



Subject Specific Resources

Our core offer ensures that all children have access to:

- Curriculum visions – digital books with secure embedded videos that teachers can use to provide worked examples. Pupils can access this at school and at home.
- Unit specific artifacts.
- Visuals key to the unit.
- Access to timelines to continually promote chronology.



Subject Specific Experiences

Our core History offer ensures that all children will experience:

- Trip to Wrens Nest
- Dudley Castle/Black Country Museum
- Wroxeter Roman City
- https://www.getthespecialists.co.uk/egyptians_schools/ - Egyptian visit
- https://www.getthespecialists.co.uk/saxons_schools/ - Anglo Saxon visit



Making Progress

Children make progress when there is a change in long term memory and when content is taught in small, manageable steps. This will reduce cognitive load. Units are sequenced, so prior knowledge, skills and concepts are built upon from previous year groups and units lead to improved skills and increased knowledge.

Individual progress is continually assessed through the use of cumulative quizzing, lesson questions and the end of unit quiz.