

History on a page at High Ash



Aims to develop

- **Skills & Knowledge Integration:** Delivers a balanced focus on acquiring historical knowledge alongside developing essential historical enquiry skills.
- **Critical Thinking & Analysis:** Creates regular opportunities for children to ask perceptive questions, explain their ideas, and critically analyse historical evidence and sources.
- **Local & World Civilisations:** Fosters a deep interest in local history, key historical figures, and diverse world civilisations.
- **Conceptual & Vocabulary Mastery:** Promotes a growing understanding and confident use of historical concepts, terms, and period-specific vocabulary.

History non-negotiables

Substantive Knowledge- what we learn

- **Chronological Frameworks:** Children learn about distinct historical eras, significant events, local historical changes, diverse civilisations, and influential historical figures across time.
- **Substantive Concepts:** Children gain knowledge of overarching themes such as empire, monarchy, invasion, trade, power, and everyday life in contrasting time periods.

Disciplinary Knowledge & Historical Enquiry (How We Inquire)

- **Chronological Awareness:** Developing a secure mental timeline to sequence events, civilisations, and period characteristics.
- **Historical Enquiry & Evidence:** Learning to interrogate primary/secondary artefacts, pictures, and written sources to answer enquiry questions.
- **Similarity, Difference & Change:** Analysing continuity, cause and consequence, and identifying how life changed or stayed the same across periods.
- **Historical Interpretation:** Understanding that the past is represented and interpreted in different ways based on available sources.

Planning and Resources

- **Structured Schemes:** Planning, presentations, and printed learning resources are systematically adapted from the Kapow History scheme.
- **Clear Lesson Design:** Lessons follow a structured four-part sequence: recapping prior skills/knowledge, modelling new content with visuals, probing questioning to check understanding, and targeted independent practice.

Working Walls / Displays

- **Enquiry & Learning Journeys:** Working walls prominently feature the unit's key enquiry question, learning journey, and sticky knowledge statements.
- **Vocabulary & Visuals:** Displays include key historical vocabulary with definitions, visual aids, and sentence stems to encourage critical thinking and verbal reasoning.
- **Artefacts & Sources:** Primary and secondary artefacts, sources, visual images, and timelines are displayed to show chronological awareness and historical enquiry.
- **Celebrating Achievement:** Highlights Children's work that demonstrates high-level skills, disciplinary knowledge, and historical understanding.

Inclusion and SEND provision

- **Scaffolding & Accessibility:** Tasks, instructions, and resources are flexibly adapted to ensure all children can access learning and make optimal progress.
- **Targeted Classroom Support:** Classrooms provide accessible vocabulary banks, sentence starters, and additional adult support where necessary.

Books and Assessment

- **Book Expectations:** Every unit begins with a Knowledge Organiser, with each piece of work featuring a clear date and learning intention alongside varied learning tasks that are aligned to learning intentions.
- **Formative & Summative AfL:** Teachers use live feedback during lessons alongside entry quizzes, vocabulary checking, fill-in-the-blank recaps, and end-of-unit assessments to track progress.

Lesson structure

- 1) Use of Rosenshine's principles approaches used in all lessons.
- 2) Recap last lesson's key vocabulary and historical skills and knowledge.
- 3) Model new information - explaining with visual aids where necessary.
- 4) Question to check understanding, probing to gain deeper knowledge.
- 5) Independent practice.