

History

Provision on a Page

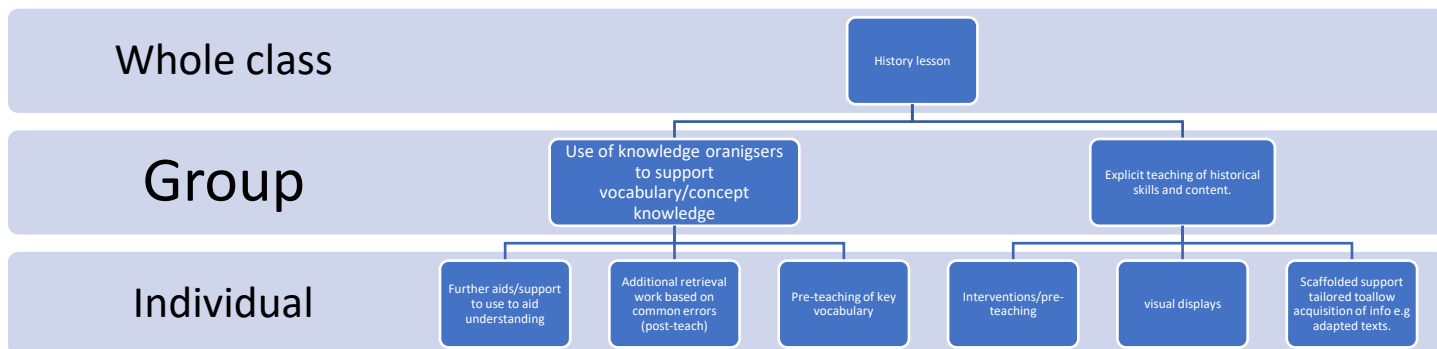
Priorities

- Pupils continue to gain good substantive knowledge in history.
- Pupils have opportunities to recap previous learning as they move through KS2.
- Pupils can name and explain some areas of 'working historically'.
- Pupils can recognise where learning links and use this to improve current/future learning.
- Pupils begin to make links between history and other subjects.
- Increased cultural capital through trips and visitors.
- Adaptive teaching so that all learners access history.

The following are the key areas and will be considered for: British, local and world history. There will be a combination of overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Chronology	Narratives within periods of study	Connections, contrasts and trends over time.	Change, cause, similarity and difference.	Using sources and historical information
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Provision



Assessment

- Children will complete reflection points which will link to prior learning and show long-term retention.
- At the end of every lesson, children will receive a gold, silver and bronze stamp to identify gaps.
- These gaps will then be addressed through post-teach sessions and in further related lessons (Where applicable).
- Post unit assessment will be carried out for each unit and will be made up of the key questions from that unit.
- Assessment grids will be completed by teachers at the end of unit which are matched to the marking system and the medium-term plans.

Trips and visitors

- Children will take part in a 'local history week' involving a trip or visitors to school.
- Whole school trip to Beamish Museum involving research from the period.
- Talks scheduled around expertise linked to MTP (Durham University).
- Individual class visits to areas of interest. (Examples include Arbeia Fort, Durham Cathedral, monuments in our area).

Access to texts

- Reading spine of books to be used in history lessons and for children to have access to across each module.
- Books cover the current periods studied.
- Learning will be supplemented by texts from the Durham Learning Resource Centre.

Inclusivity and accessibility

- Age appropriate texts and picture books (adapted where necessary).
- Additional support and interventions around key vocabulary/concepts
- Skills can be matched to ability (e.g. scaffolding of tasks, adapted resources and texts).