Eastling Primary School History Policy

Intent, Implementation and Impact in History

A Sequenced Curriculum	Concepts
At Eastling Primary School, we follow the Kapow Primary History scheme. This is organised in a two-year cycle to accommodate our mixed age classes. Our curriculum is carefully sequenced to ensure that children have covered the key concepts, knowledge, skills and vocabulary identified for each phase. Throughout their time at Eastling Primary School, pupils revisit key concepts, knowledge, skills and vocabulary in different contexts to ensure that they have a secure understanding.	The substantive (abstract) concepts covered are: ●Power (monarchy, government and empire) ●Invasion, settlement and migration ●Beliefs ●Civilisation (social and cultural) ●Trade ●Achievements and follies of mankind Over the course of the scheme, children develop their understanding of the following key disciplinary concepts: ● Change and continuity ● Cause and consequence ● Similarities and differences ● Historical significance ● Historical interpretations ● Sources of evidence These concepts will be encountered in different contexts during the study of local, British and World history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set.
Lesson Structure	**Assessment for Learning in lessons**
Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the World. At the beginning of each lesson, pupils engage in 'recap and recall' activities, encouraging them to revisit relevant prior learning. Key vocabulary is introduced with examples and images. Throughout the lesson, recall tasks are used to consolidate key knowledge and vocabulary. Tasks are engaging and hands on allowing children to experience the different aspects of a historical enquiry.	When revisiting learning at the start of the lesson, teachers identify any pupils with gaps or misconceptions. Teachers will check that pupils have understood the essential learning identified through questions at the end of the lesson. Lesson objectives will be highlighted using the school's traffic lighting system. Knowledge capture opportunities at the beginning of each unit through the use of quizzes, enable children to recall their prior learning. These are revisited at the end of the unit, enabling children to highlight the new concepts, knowledge, skills and vocabulary they have learnt.

Adaptive teaching is used to support pupils with SEND. Examples may include scaffolding, teacher check-ins and pre-teaching to enable pupils to learn the essential knowledge. At the end of the lesson, the key question is revisited.	
Impact	**Subject Leader Monitoring of Impact**
Pupils will revisit initial knowledge captures at the end of each unit, adding the new knowledge, skills and vocabulary they have learnt throughout the unit. They will also complete an end of unit test at the end of each unit. Recap and recall activities throughout the year will enable children to demonstrate their understanding of the knowledge, skills and vocabulary previously taught.	The subject leader will conduct book looks and learning walks to ensure that the intent is being covered and that pupils are using key vocabulary to demonstrate secure knowledge. Pupil voice with pupils from each year group will show how knowledge, skills and vocabulary build across the school. At the end of each unit class teachers will update the class tracking grids, identifying those children working towards, those working at the expect level and those working at greater depth. The subject leader will monitor this information and, together with class teachers, identify any children not on track. Subject leaders will ensure this is actioned.

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