

To ensure that our intent transfers into everyday classroom practice, our pedagogy and subject specific CPD is based on the Rosenshine Principles (incorporated within Plymouth CAST Principles Teaching and Learning) and Ebbinghaus' Forgetting Curve theory. This ensures that subject content is expertly delivered. We also deliver individualised coaching to all teachers to continually improve our practice.

## Core concepts in History

### Chronology



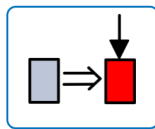
Know how to use a timeline to place events and historical figures and use dates and terms accurately in their own work.

### Evidence & Interpretation



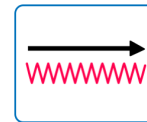
Know about the existence and reliability of different sources of evidence for different periods.

### Cause & Consequence



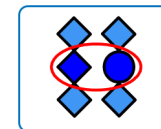
Understand the causes of main events and their consequences for the periods studied.

### Change & Continuity



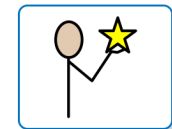
Understand the concept of change over time and know about periods of rapid change.

### Similarity & Difference



Know and use historical vocabulary to compare and contrast key people, lifestyles and events in history.

### Historical Significance



Know about the characteristic features of the past.

The curriculum is mapped using these core concepts. We plan for progression using the structure outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Substantive knowledge is acquired through each unit of study to ensure broad and balanced coverage. This is supported by the use of vocabulary prompts and knowledge organisers, and reinforced using retrieval strategies using 'Do it Now' activities at the start of each lesson.

## Lesson Timetabling

History is taught as a minimum of one discrete six week sequence each term. This is further enhanced throughout the term by connected work in Art and also through texts and class novels in English. In addition to this, pupils are given the opportunity to reflect and apply their History knowledge within their termly PSHE enquiry work.

## Topic Sequence Delivery Structure in History

### Lesson 1

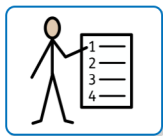
- *Arouse curiosity & raise questions*
- *Develop understanding of chronology*
- *Review previous learning*

### Lessons 2-5

- *Specify key vocabulary*
- *Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling*
- *Interpret & record findings*

### Final Lesson (Assessment)

*Respond to key enquiry question*



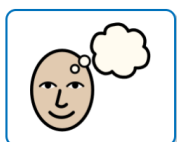
Some of the **adaptations** we make to learning in History for pupils are as follows:

- Small step instructions, repetition, modelled examples
- Vocabulary pre-teaching episodes
- Smart grouping - pairing with more able reader/writer and opportunities for paired talk
- Provision of word mats and knowledge organisers with images, diagrams & widgets - these are also sent home at the start of a topic
- Provision of pictorial timelines to support chronological understanding
- Simplified text to match reading ability
- Extra scaffolding for research activities through the provision of specific questions and websites for research activities
- Individualised learning tasks targeting the Gateway key for the unit
- Extra thinking/processing time



For pupils that struggle to record their ideas, we also provide **support for written tasks** in the following ways:

- Provision of suggested sentence starters or writing frames
- Use of cut and stick/matching and cloze procedure paragraphs to reduce the writing load
- Use of word processing software
- Sound buttons to hold a sentence
- Adult to scribe



We **extend** learning in History by:

- Providing pupils opportunity to carry out further independent research
- Encouraging pupils to make wider connections within and beyond the curriculum area
- Using higher level questioning within the lesson



The History curriculum is **enriched** for all pupils through:

- A planned programme of educational visits and workshops.
- Links to additional reading, both fiction and non-fiction, are also provided for all topics.