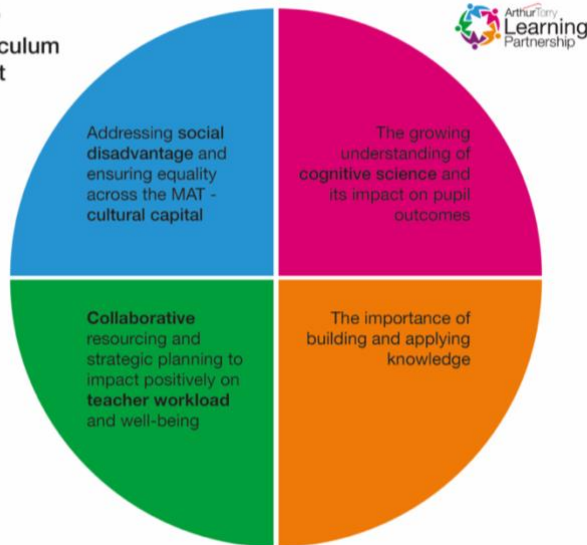


### Intent:

ATLP  
Curriculum  
Intent



### History Vision

The aim of our our History curriculum is to develop a love and interest of all events that have taken place in the children's past and to teach them about the implications of the past on their everyday lives. The curriculum will provide them with knowledge of how the world was shaped and the skills of enquiry, research and critical thinking which they then can apply to other subjects and areas of life.

### Key features of our curriculum:

The curriculum is based on sequencing a variety of **historical knowledge** (local, national, global) that allows four key **historical skill areas** to be developed through enquiry-led teaching.

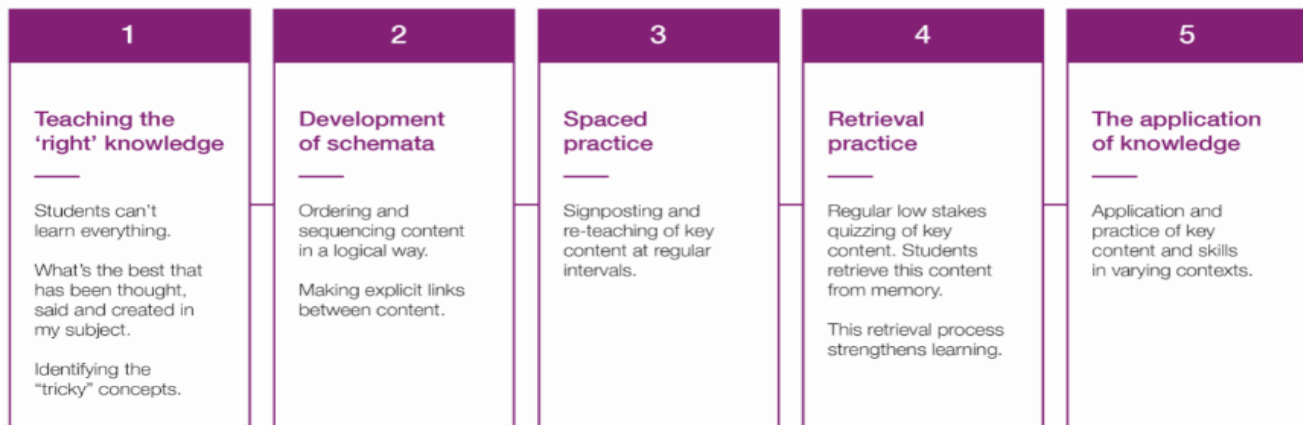
The **knowledge** involved in the history curriculum clearly follows the areas of knowledge set out in the History National Curriculum, providing children with an overview of British and global history. As a school, we also feel it is vital that the children gain an understanding of the history of their school and the local area, so this also features throughout the knowledge the children gain throughout their History learning journey from Years 1-6.

The **skill areas** that children develop across all study of historical knowledge are:

1. **Chronological Understanding**
2. **Knowledge and Understanding of the Past**
3. **Historical Enquiry**
4. **Vocabulary and Communication**

These skills will be continually developed through opportunities within lessons to construct timelines, examine historical sources (photographs, documentaries, first-hand accounts, online resources) and will have chance to take part in historically-themed educational visits. They will also regularly discuss a variety of experiences in the past and present their historical findings appropriately, using appropriate historical vocabulary and a variety of presentation methods.

## Implementation:



### Teaching Principles:

Implementation of the curriculum is based upon the 5 principles above. Cognitive science is a fundamental part of these principles, and they have been designed based on research into the working memory and long-term memory, considering how learning can be constructed to maximise the information retained by children. These principles underpin the long and medium term planning of History, as well as the way in which individual lessons are planned, delivered and sequenced.

Lessons are planned so that the cognitive demand is suitable for all learners, guiding them through new knowledge in smaller, manageable steps. Dual coded lesson presentations, knowledge organisers and resources within the classroom environment are used to support learners in their learning of new knowledge. Thinking maps are used where appropriate for the children to record and explain their learning. Oracy is on a developing journey at William MacGregor. Our aim is for it to be fundamental to our teaching; through high quality oracy education children learn through talk, to talk. We aim to use an Oracy framework to plan explicit and systematic teaching of oracy throughout the History curriculum.

Verbal feedback is a key component of the teaching of history, and can be used throughout lessons to ensure progress, develop key vocabulary and provide challenge.

### Staff Development:

Staff development is focused upon feedback given according to the principles of cognitive science, with monitoring guiding 1:1 support of staff in their History teaching.

Regular updates and CPD are given regarding cognitive science principles and their application in all subjects, as well as subject specific training in History. The focus of the subject specific training will be on ensuring that subject knowledge is strong across the school, especially for early career teachers.

### Assessment:

Formative assessment is used in every lesson to inform next steps in learning and to ensure learning has progressed to the long term memory. Teachers use spaced retrieval and low stakes testing to assess knowledge and understanding. Knowledge organisers and thinking maps also play a key role in assessing learning.

Summative assessment is used to make end of year judgements on attainment and informs the next teacher of each child's starting point in terms of both knowledge and skills.

**Monitoring:**

Monitoring is undertaken by the subject lead, as well as members of the senior leadership team. The focus is directed by the WMG monitoring form, informed by any whole-school or staff specific focuses, such as the use of retrieval practice. It can be made up of one or a combination of: pupil conversations, professional discussions with staff, and learning walks (all of which would involve looking through evidence of learning in books). Leaders monitor the quality of teaching, providing feedback to ensure that teachers are providing high quality History lessons. Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

**Moderation:**

Moderation of teaching provision is currently ongoing within the ATLP quality circle. Through the Year 3 pilot programme, teaching has been moderated by comparing books and children's work. This has informed subject leaders about potential areas for development within the teaching of history in Year 3.

In terms of moderating attainment within History, both assessment and moderation are very much in developmental stages. Once assessment methods have been finalised, moderation will be developed in accordance with other ATLP schools, to develop moderation across the partnership.

**Work-life balance:**

The long and medium term plans have been developed as a result of the work done by the ATLP History Quality circle, which has been blended with school-specific curriculum design by the curriculum lead. This means that there are resources available for staff to draw upon created by the quality circle that have been made using their understanding of cognitive science.

Staff have been given designated non-contact time to create medium term plans for their themes, including their History lessons. This opportunity has meant that staff have had time to plan progressive lessons which build knowledge and link to a variety of other areas across the curriculum. Where needed, planning support is given by the subject lead.