



History ON A PAGE

WHAT WE TEACH AND WHY – (intent)

Our school values – The 6Rs – underpin everything we do at RA Butler Academy Schools. These core values are promoted through the skills of Historical enquiry, both as individuals and in collaboration with others. The children are encouraged to be resourceful and respectful when organising equipment or group investigations and to be resilient and reflective when studying the differing historical strands that we have identified as a school. Being articulate is an essential skill of history whether this is using a range of technical vocabulary to discuss historical events or in detailing their ideas and observations over a wide range of key enquiry questions.

Design, content and sequencing – The History progression map and long-term subject curriculum plan, detail the skill and knowledge content taught across the school. Our History curriculum is designed to be inspiring and give the children a wide range of experiences but at the same time ensuring that key concepts and knowledge are covered effectively. Historical skills are developed over the years through a programme of revisiting and extending and these key skills are woven through all units, to enable the children to become more skilled historians. We ensure sufficient knowledge and skills for future learning are taught. We plan in order that all pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History is taught in blocks as we feel that this aids retention. The key themes are based on the National Curriculum but we have also identified 6 strands in addition to the specific historical skills taught. The whole school strands are: legacy, settlement, society and religion, and in KS2 we also include monarchy/ruler, conflict, rules and laws. Each teaching block has explicit links to the specific strands taught which will enable progression in each area and links to be made both within an academic year and also between topics taught in previous years.

Knowledge Organisers importantly act as a point of reference for vocabulary and may also summarise key learning. They should be used and referred to in every History lesson and are also shared with parents. Every unit has a knowledge organiser but there may be some overlap of vocabulary to ensure memory retention.

Throughout the course of a school year, the children at RAB have the opportunity to experience a wide variety of historically based enrichment activities, whether through external providers such as History Off the Page and Portals to the Past, or through on-site, teacher created history days.

Support - We provide an equality of opportunities for all through in-school experiences and trips as well as differentiated classwork. Knowledge Organisers are also used to offer support and are readily available to be used as a reference tool throughout every lesson.

HOW IT'S TAUGHT – (implementation)

Strategies are used routinely by teachers to enable the children to embed their learning into their long term memory. These strategies are based on a range of techniques connected to retrieval practice including the use in lessons of knowledge organisers, low stakes quizzing, interleaving and annotated visual representations of information. We use active learning techniques which teachers employ in the classroom to complement learning and give all children the opportunity to become actively engaged and to articulate their understanding. We ensure that the children have ample opportunities to use primary and secondary sources of evidence and encourage them to be curious with their questions and observations. Enquiry-led learning is central to lesson planning.

We aim to keep the learning pace of all children at the highest level and ensure there is no 'glass ceiling' for any learner. We have a school wide focus on developing the children's knowledge and use of tier 2 and 3 vocabulary. We have identified key vocabulary for each topic. To help children to embed new subject-specific vocabulary, teachers actively encourage the use of this vocabulary within the class using 'framed' sentences.

Each topic studied builds towards an extended, end-of-unit write or an oracy activity. Throughout lessons, there is immediate verbal feedback, encouraging children to extend their thinking and reasoning, helping to develop links between each other's contributions and observations. End of lesson tasks or initial warm up activities such as 'Quiz, Quiz, Trade' or 'Odd One Out' ensure that children are regularly being asked to use their recent learning to consider statements or possibilities in a variety of scenarios. Pupils are also asked to reflect on their learning each lesson by recording in their book, using Tier 2 or 3 level vocabulary, something specific that they have learnt that day e.g. I discovered that in Mayan times, to be chosen for human sacrifice could be considered an honour but I don't think it is. They also need to record something that they still want to ask e.g. I want to know why the Mayan civilization ended so quickly.

Throughout their History learning the children are asked to demonstrate their 6Rs, from being articulate for example during a role play about Viking justice, reflecting on the different possibilities why the Mayan civilization came to such an abrupt end to demonstrating respect for other people's religious practices.

WHAT WE SEE AS A RESULT – (impact)

Progress and outcomes: Progress in learning and skills are laid out in our Progression and Vocabulary documents. Teacher and co-ordinator observations monitor outcomes and regular reflection on our planning and children's work help to ensure continuity of progression throughout the school.

Responses to Key Questions in books: Pupils regularly engage well with key questions and can reflect on their learning at the end of each lesson with the key question in mind. They learn to be confident in their responses and not afraid to pose more questions as a result of their learning.

End of unit activity: The pupils enjoy, with the support of ongoing consolidation and discussion, being able to demonstrate their learning articulately in a rounded, well presented final piece of work either written or verbal. Knowing that this work is often shared with others outside of the classroom is an added incentive to do their best work.

Child perception and opinion: Many of our pupils attest to enjoying this subject and the enquiry-led, open-ended nature of the lessons. Their pre-knowledge for each topic is celebrated as is their new learning.

Monitoring and Evaluation: Drop-in observations, book looks and interviews with children. Feedback is also taken from CPD sessions provided as necessary.