

Altmore & Lathom Schools Federation

KS1 History Curriculum Intent / Policy

Subject Lead: Natalie Trueman



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<p style="text-align: center; color: red;">Intent</p> <p style="text-align: center; color: red;">What will take place before teaching in the classroom? What are we trying to achieve?</p>	<p style="text-align: center; color: green;">Implementation</p> <p style="text-align: center; color: green;">What will this look like in the classroom? How do we deliver our curriculum?</p>	<p style="text-align: center; color: blue;">Impact</p> <p style="text-align: center; color: blue;">How will this be measured? What difference is our curriculum making?</p>
<p>The school's senior leadership team will:</p>	<p>The teacher sequence will be:</p>	<p>Pupil Voice will show:</p>
<ul style="list-style-type: none"> • Ensure that our school values are at the heart of the curriculum design and support me to embed this within history. • Ensure that I have appropriate time to develop, monitor and support staff in my subject. • Provide an adequate budget to ensure that standards can continually be raised. • Support opportunities for my own professional development. 	<ul style="list-style-type: none"> • Brief review of learning covered in previous lesson/s. • Specify key vocabulary to be used in lessons and clarify their meaning/s. • Conduct Historical enquiry using a wide range of sources and/or artefacts, ensuring lessons are practical and creative where possible. • Make appropriate cross curricular links to secure the application and mastery of knowledge, understanding and skills. • Enable children to interpret and communicate their findings, historical knowledge and understanding in a variety of ways e.g. through drawings, written work and talk based and/or practical activities. • Lessons will be planned with clear differentiation to ensure an inclusive teaching practice and to enable all groups of children to make progress. • Collaborative and well-resourced lessons. • Provide time for children to think more critically by asking and answering questions about sources, opinions and information. • Evaluate their learning and compare it with other historical periods studied as appropriate. • Offer opportunities for educational visits and learning outside of the classroom. • Where applicable, incorporate the use of technology to support and enhance children's learning experiences. 	<ul style="list-style-type: none"> • A developed understanding of key methods and skills as historians at an age appropriate level. • A secure understanding of key knowledge for each area of the curriculum: changes within living memory, events beyond living memory, the lives of significant individuals and significant historical events, people and places in their own locality. • Children will understand and be able to use the key skills of chronological understanding, knowledge and understanding of events in the past, historical enquiry and communication. • A progressive and secure use of subject specific vocabulary allowing them the confidence to discuss their own work and identify their strengths and areas for development. • That they know more, remember more and understand more about History. • As historians children will learn lessons from history to influence the decisions they make in their lives in the future.

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	<ul style="list-style-type: none"> Ensure that children and parents have access to key knowledge organisers which link to historical knowledge, language and meanings, in order to support children to understand History and use these skills across the curriculum. 	
As a subject leader I will:	The classroom will:	Displays and books will show:
<ul style="list-style-type: none"> Create long term planning which ensures appropriate coverage of historical knowledge, skills and vocabulary, identifying what we want children to know by the time they leave our school. Consider how history supports the teaching of PSHE & British values. Ensure that the appropriate progression of knowledge and vocabulary is in place, which builds on prior learning and supports children to know and remember more. Understand and demonstrate knowledge of the history curriculum and support other members of teaching staff with creating lesson plans and high quality resources. Encourage teachers to support struggling historians and extend more competent ones. Keep up to date with current history research and subject development through an appropriate subject body e.g. The Historical Association. Attend courses to keep my subject knowledge up to date and deliver CPD training and/or support year groups/individual staff with History planning, when required. Research and book educational visits and expert visitors to provide all children with real life and enhanced learning experiences in History. Be responsible for checking, storing and ensuring the appropriate use of related resources. 	<ul style="list-style-type: none"> Provide a safe and stimulating atmosphere where children want to learn more. Provide appropriate quality equipment for each area of the curriculum. Have table top displays with historical artefacts/props for children to handle and subject-specific books/interactive questions for children to read and answer. Deploy a range of high-quality and appropriately challenging selections of texts, both fiction and non-fiction, accessible throughout learning to develop wider understanding and underpin reading and research skills. Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills. Have appropriate key words and/or sentence stems displayed to support children's spoken language. 	<ul style="list-style-type: none"> A clear learning journey which demonstrates progression of knowledge and skills so that over time, all areas of the historical curriculum are covered. Differentiated work for all children to be able to access the learning. High standards of presentation in books that show children take great pride in their work. Links to other areas of the curriculum where appropriate. Children's work recorded in a variety of ways e.g. observations of children working, writing, drawings, photographs, quotes and videos/QR codes. Appropriate feedback from teachers to address children's misconceptions and spelling errors but also to build on and extend children's learning following the school's marking policy. Where applicable, displays are 3D and interactive. Celebrations of children's work, including pieces of published written work and carefully chosen vocabulary to support spoken language.
	The children will be:	As the subject leader I will:
	<ul style="list-style-type: none"> Engaged because they are challenged by the curriculum. Resilient learners who overcome barriers and understand their own strengths and areas for development. Able to critique their own work as historians because they know how to be successful and 	<ul style="list-style-type: none"> Celebrate the successes of children through planned school displays Collate evidence over time which evidences that children know more and remember more. Monitor the standards in my subject to ensure

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The class teacher will, with support from myself:		
<ul style="list-style-type: none">• Plan and resource specific learning for their class, thinking about the end point and the needs of the children in their class.• Deliver learning that is interactive, exciting and engaging.• Seek support/advice for any particular subject knowledge and skills gaps prior to teaching the unit.• Ensure that resources are appropriate and of a high quality, to ensure all children have the right tools and materials to access their learning.• Model and use specific historical vocabulary accurately and encourage children to use and apply this in a variety of ways.• Deliver high-quality history lessons that inspire children to want to know more about the past and to think and act as historians.	<p>what to do to improve further.</p> <ul style="list-style-type: none">• Safe and happy to explore in History lessons because they have opportunities to explore their own creative development due to a variety of teaching approaches implemented in the classroom.• Confident historians and develop their historical skills and confidence over time because of careful planning, focussed delivery and time to practise skills.• Developing their cultural capital through Educational visits and meeting visitors to the school. This will provide them with first-hand experiences to support and develop their learning.	<p>the outcomes are at the expected standard.</p> <ul style="list-style-type: none">• When applicable, provide CPD support to ensure that the impact of my subject covers a breadth and depth of learning.• Consider how well our children are prepared for the next stage of their education.• Ensure all children, including disadvantaged and SEN, have made progress.• Liaise with all staff, parents and children regarding History provision and encourage staff/parent/pupil voice.• Report to Governors about the above mentioned items.