



*"Where children are at the heart of every decision to inspire brighter futures"*

*Respect, Responsibility, Recognition and Resilience*

## **History Curriculum Delivery Document**

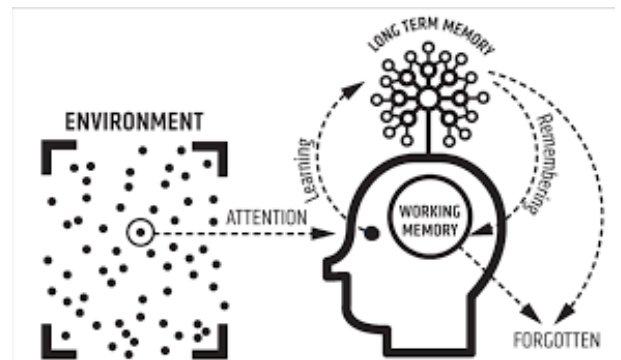
<b>Intent</b>	<p>At Girnhill Infant School, we provide children with a high-quality history education, which supports pupils to gain a coherent knowledge and understanding of Britain's past and the wider world. We believe that fostering children's curiosity to know more about the past is imperative. At Girnhill, History is taught through the ambitious National Curriculum and Early Years Foundation Stage Framework, enhanced and supplemented with reach out History curriculum in order to support staff to plan small progressive steps in a specific and coherent teaching sequence. We are ambitious in our expectations in all children, ensuring cross-curricular links are made to develop children holistically. We map the National Curriculum and the Early Years Foundation Stage Framework for History into a coherent and sequential progression model that outlines the substantive knowledge, disciplinary knowledge, vocabulary and sentence stems needed at each stage that will build cumulatively towards learners being able to use and apply the knowledge, skills and understanding across a range of concepts. At Girnhill, we value oracy as a powerful tool for learning in which children develop and deepen their subject knowledge and their understanding of History through talk in the classroom, which has been carefully planned, modelled and scaffolded in order for them to communicate their understanding effectively. Vocabulary is purposeful and progressive and modelled through the use of flashcards and teacher talk using "my turn your turn". Sentence stems are used to provide children with a model on how to speak like a historian and scaffold their talk effectively. Carefully considered questions are aimed to target misconceptions, gaps in learning and enable children to develop their explanations.</p>
<b>Implementation</b>	<p>We ensure that all teachers, including those who are non-specialists, have excellent subject knowledge and are supported in the implementation of the curriculum by the history subject leader. Oracy is woven throughout History. The progression grid details the oracy expectations of each year group within the four strands of good talk. It also includes the tiered technical vocabulary all learners need to acquire and use in order to talk like a historian. This will be modelled using flash cards, teacher talk and opportunities are made for children to practice using the vocabulary throughout lessons. Suggested sentence stems are provided and used in order to scaffold responses. Opportunities for children to practise the skill of presentational talk will be further developed in history through the use of mode B learning such as history debate about the gunpowder plot.</p> <p>Through using Rosenshine's Principles, learners have the opportunity to revisit and build on prior knowledge. Daily review is used at the beginning of every session in order to activate prior learning to attach new learning to. High-quality modelling of skills and language is offered to our children and scaffolds are provided for difficult</p>



	tasks. Visual success criteria is provided for learners every lesson. Classroom working walls demonstrate prior learning, promote the vocabulary specific to current learning, worked modelled examples, success criteria and visual sentence stems.
<b>Impact</b>	Children demonstrate their understanding of talking like a historian. The children are able to be historical thinkers by recalling key significant events and significant people. The children are talking like historians through using key vocabulary, which is evident through pupil voice during lesson observations and floor books. Pupil voice focuses on the 'knowing more and remembering more' principle. The children are using historical thinking and approaches to become a fluent historical thinker.

How do we ensure that knowledge gained is transferred from the working memory into the long-term memory?

Rosenshine's principles in action (bridging research and classroom practice) is providing support and strategies to secure pedagogical understanding for staff.



What do our lessons look like?			
<u>Introduction</u>	<u>Teacher Input</u>	<u>Pupil Activity</u>	<u>Ongoing Assessment</u>
Daily review	Introduce key vocabulary	Guided student practice	Questioning
	Present new materials using small steps	Independent practice	Check for understanding and address misconceptions
	Provide models	Use of scaffolds where needed	Reviews
	Provide scaffolds	Obtain high success rate	Daily, monthly, weekly reviews



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Principles identified	What do we expect to see in our History lessons?
Daily Review	Daily review is used at the beginning of every History lesson to activate previously taught skills, vocabulary and knowledge. Examples of this include: think, pair, share; call and response; flashcards of previously taught vocabulary and true or false.
Questioning	A variety of key questions are individually planned by teachers prior to delivering the lessons using the history progression grid. The questions progress through the units of work encouraging children to 'dive deeper' with their answers. Staff will also encourage 'say it again better' where applicable and use techniques such as cold calling, 'tell me how and why' and think, pair, share to ensure ALL children have opportunity to answer and subject specific language when responding orally. Sentence stems are used to scaffold children's responses, these are both verbal and visual and are present for children to refer to throughout each lesson.
Sequence concepts and modelling	Modelling is provided by the teacher, support staff and peers. These models are high-quality and repeated many times with the children in different ways. Children are given time to practise the application of skills for as long as needed through both guided and independent practise. Teachers model the subject specific vocabulary and sentence stems needed to answer questions and share ideas and opinions. Lesson plans are progressive, but broken down into small steps to support the acquisition of knowledge in to long term memory. Scaffolds are used to support all children in achieving the learning objective This might be in the form of adult support, displayed vocabulary and knowledge and sentence stems. Visual success criteria is provided for learners every lesson and this is dual coded with symbols to aid understanding for ALL learners.
Stages of practice	Close supervision during guided practice from the staff. Providing instant feedback to learners. Time for independent practice when the learners are ready to use and apply their skills, knowledge and understanding.