



## Intent Statement



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Document

## Implementation: Planning

Personalised curriculum developed by history lead and curriculum lead based on the National Curriculum and tailored towards our children's needs and the local area.

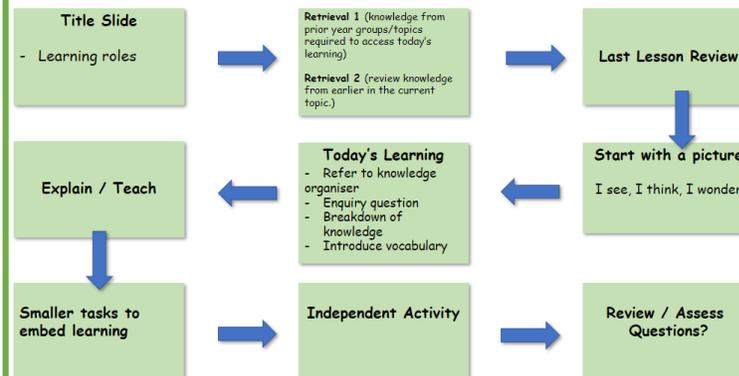
## Implementation: Curriculum links

History at Lawn is taught through 4 strands:  
The Story of Britain, Focussed History, Local History and Global Citizenship. KS1 focusses on focussed history and local history, studying a specific event, theme or individual and their impact on our world.  
KS2 focus on local history and a significant period of British History in chronological order, making links between one era and the next.

## Resources

- Books for each topic area.
- Website linked to National Archives
- Artefacts for some areas.
- Educational visits to enhance learning

## Implementation: Lesson Sequence



## Implementation: T & L / Pedagogies

- Each lesson begins with an opportunity for children to revisit prior knowledge and to see how links can be made between periods and people in history.
- A time line is used for children to see how that era sits within the bigger picture and then how events are sequenced for that time period
- Opportunities to think like an historian are built into learning to enable children to become critical thinkers.



## Implementation: Environment

All classrooms use a display board in their class to display history vocabulary, time line and progression of learning throughout the topic, this can be referred to during the teaching for each topic.

A large timeline is displayed along the wall outside to enable children to walk through history and see where their history era of learning sits within the historical content of our world.

## Implementation: Feedback

Children are given verbal and sometimes written feedback regarding their outcomes to aid in their understanding and progression. Children are given opportunities to use peer feedback during lessons.

## Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Quality first teaching strategies to support all learners.
- Use of dual coding to add a visual aspect to learning.
- Topic vocabulary displayed on learning wall and referred to throughout topic, pre teaching of vocabulary to aid children.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- Differentiated questioning to enable children to think like a historian and become critical thinkers.

## Implementation: Response to Covid

History objectives were still taught during the Covid-19 lockdown, with lessons and instructional videos being uploaded to Showbie, where children would upload their finished outcome. Coverage of sequenced history topics was still taught. Lessons were adapted to enable children to access history at home and via the internet.

## Impact: Evidencing

- Written outcomes will be recorded in topic books.
- Non-written outcomes will be recorded digitally e.g. photographs, videos, voice notes to evidence the final outcome of the lesson. These can then be displayed on learning wall.
- Non-written outcomes will be saved onto TEAMS in a folder with the related lesson slides or as QR codes where appropriate.

## Impact: Assessment

- Retrieval tasks are completed at the start of each lesson to assess prior learning.
- Use of discussion during the lesson to monitor learning and used for AFL. Many lessons will be practical followed by a written assessment
- End of topic assessments to identify children working towards EXS and children working at GDS.
- Monitoring by history lead to assess learning completed and ensure sequencing of learning.

## Impact: Monitoring

- Review of lesson slides to monitor consistency across school.
- Book-looks to ensure consistency of outcomes with planning and slides.
- Monitoring of digital evidence - when written outcomes are not appropriate.
- Lesson observations and learning walks.
- Pupil voice.