



# Altmore & Lathom Schools Federation

## KS2 History Intent/Policy

Subject Lead: Michelle Hector



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

Intent What will take place before teaching in the classroom? What are we trying to achieve?	Implementation What will this look like in the classroom? How do we deliver our curriculum?	Impact How will this be measured? What difference is our curriculum making?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>Ensure that our school values are at the heart of the curriculum design</li> <li>- Ensure that I have appropriate time to develop, monitor and support staff in my subject</li> <li>- Provide adequate funding to ensure that standards can be continually raised</li> <li>- Support opportunities for my own professional development</li> <li>- Ensure that the requirements of the National Curriculum for History aims are met</li> </ul>	<p><b>The teacher sequence will:</b></p> <ul style="list-style-type: none"> <li>Place history being studied in the chronological context of previous learning, using a timeline</li> <li>- Prior knowledge: Ensure learning from previous sessions is reviewed, prior to starting lessons and during</li> <li>- Specify key subject specific vocabulary to be used, clarify and define its meaning in context</li> <li>- Conduct historical enquiry using a variety of sources, including artefacts, workshops and Educational Visits</li> <li>- Communicate their historical knowledge and understanding appropriately using historical terms</li> <li>- Through precise and careful questioning develop an understanding of how to research, and develop greater depth knowledge of history</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>- A developed understanding of the key methods and skills of historians at an age appropriate level</li> <li>- A secure understanding of key techniques and methods for each area of the curriculum: Chronology, enquiry and interpretation</li> <li>- A progression of understanding with appropriate vocabulary, which supports and extends understanding</li> <li>- Confidence to discuss their own work, identifying their strengths and areas for development</li> <li>- Reflect on their learning over time and changes they would make to improve learning</li> <li>- Children to use Home Learning as a vehicle to demonstrate greater knowledge and skills</li> </ul>
<p><b>As a subject leader I will:</b></p> <ul style="list-style-type: none"> <li>- Ensure our children have access to a high-quality history curriculum that is both challenging and enjoyable. Inspire awe and wonder</li> <li>- Seek support/advise for any particular subject knowledge and skills gaps prior to teaching the unit</li> <li>- Provide our children with a variety of historical opportunities, which will enable them to make the connections needed to achieve greater understanding of the impact the past has on the present</li> <li>Ensure appropriate, quality first resources are available to engage children and support learning</li> <li>- To differentiate appropriately for EAL, SEN and greater depth children</li> </ul>	<p><b>The classroom will:</b></p> <ul style="list-style-type: none"> <li>- Provide a safe and stimulating environment to engage the learners and promote awe and wonder</li> <li>- Appropriate resources including artefacts, subject specific texts, vocabulary and question prompts for each topic</li> <li>- Include table top displays with appropriate artefacts, vocabulary and subject specific texts. Question prompts to stimulate research</li> <li>- Be organised so that the children can work in small groups or whole class to support their development in history</li> </ul>	<p><b>Displays and books will show:</b></p> <ul style="list-style-type: none"> <li>- Pupils have had opportunities to engage in stimulating lessons that will enable them to practise and refine their enquiry skills</li> <li>- A varied and engaging curriculum which develops and enhances historical skills including chronology and historical enquiry and interpretation</li> <li>- A clear, defined learning journey which demonstrates progression of knowledge and skills that over time, ensures all areas of the history curriculum is covered</li> <li>- Clear progression of skills in line with expectation set out in National Curriculum</li> <li>- Pieces of work demonstrate the skills learned over time</li> <li>- Differentiated work for all children, both SEN, EAL, working towards greater depth, to ensure access to learning is meaningful and sustained throughout</li> </ul>



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	<b>The children will be :</b>	- Displays support and 'capture' learning and include subject specific vocabulary
<b>The class teacher will, with support from myself:</b>	<ul style="list-style-type: none"> <li>- Engaged because they are challenged by the curriculum</li> <li>- Resilient learners who overcome barriers and can reflect on their learning, understanding their strengths and weaknesses</li> <li>- Critical thinkers about their work as historians, confidently making reasoned judgements</li> <li>- Encouraged and nurtured to overcome any barriers to their learning, listen to feedback and reflect positively on how to improve</li> <li>- Confidence over time in their historical skills, using well thought out planning, to practise and hone skills</li> </ul>	<b>As the subject leader I will:</b>
<p>Plan and resource specific learning for their class, thinking about the end point and the needs of the children in their class</p> <ul style="list-style-type: none"> <li>-Ensure children have access to a range of resources to stimulate and challenge their learning: Including table top displays with question prompts</li> <li>-Provide our children with a variety of opportunities, which will create the awe and wonder to stimulate learning</li> <li>-Seek support and guidance for a particular subject and skills gaps prior to teaching the unit</li> </ul>		<ul style="list-style-type: none"> <li>- Celebrate the successes of children through planned school displays</li> <li>- Collate whole school themed events such as Black History, and celebrate through an exhibition to include stakeholders and the wider community</li> <li>- Collate evidence over time which demonstrates that pupils know more and remember more</li> <li>- Monitor the standards in history to ensure the outcomes are at expected levels and SEN and EAL children have made progress</li> </ul> <p>Provide appropriate CPD and practical support to ensure the teaching and learning is wide reaching and the impact is positive</p>