



History Expectation Document 2022-2023

Intent

Our aim is for children to gain a deeper understanding of the past whilst developing the skills needed to be a historian. We want children to have an understanding of how individuals from the past have impacted our world today. We want children to be excited to learn about the past and, through the process of discovering this information, we hope children will gain a sense of their own personal identity.

Implementation

History is taught in topic blocks throughout the year in KS1 and throughout the year in EYFS. The curriculum is delivered through topics which aim to inspire and engage children, linking to the wider curriculum and subjects. Throughout the topics, children will develop their understanding and knowledge which is recorded in Whole Class Curriculum books, through photographs and on Target Tracker. There is a clear progression of skills which develop throughout the child's journey at Broadway. Real content is explored such as artefacts, school visits, visitors or books. Children are encouraged to follow their own lines of enquiry, ask questions and research information just as a historian would do. Knowledge is revisited throughout each school year, whole school assemblies and experiences.

Presentation and Recording

- Recording will be evidenced in their learning books, demonstrating a range of evidence of individual and collaborative working.
- Where collaborative learning has been completed, observations may be completed on Target Tracker.
- Some learning will be evidenced in floor books, mainly in Year 1.
- In the EYFS setting some learning will be evidenced online on Target Tracker.
- All books should have a marking policy stuck in the inside cover.
- A sticker with the learning objective and date (may be added by the children) is stuck in the books
- Teachers should make use of a **range of methods** to capture children's learning, including: photos, quotes from children; observation; and children's written work.
- Frequency of recording will differ due to teacher judgment; some topics may be taught in larger blocks in shorter periods of time and different topics may be taught weekly.

Coverage:

- Curriculum breakdown and the progression of knowledge and skills show how the subject is planned and sequenced.
- The time spent teaching History equates to approximately one hour a week. Although this may be taught in larger blocks rather than weekly.
- History is taught over 3 short terms, ensuring learning is recapped where possible.

Environment:

- The KS1 classrooms will have a display board with the title of "Learning Journey" that documents the topics that children are learning. These may include, but are not limited to; key vocabulary, timelines, pictures, sources of information, key facts.
- Children may have access to topic word mats to use during lessons, as well as other key prompts to support the children with their learning.
- Children should experience investigating artefacts either in the classroom or whilst on visits within KS1.
- Additional resources, information and artefacts can be collected from our local Yate Heritage Centre.

Assessments:

- **At the beginning of each topic:** the children will be given an opportunity to show what they already know about the topic and the teacher will use this, alongside their knowledge of prior learning in the subject to adjust planning and next steps.
- **At the start of each lesson:** Children will participate in a review, recall and remember discussion which support the children to recall and discuss learning from the previous year, term and lesson. In Y2 children may complete a quiz which includes up to 3 questions based on the core knowledge identified in the curriculum breakdown (if a quiz is used the review grid will not be used).
- **Within each lesson:** Assessment for learning strategies (questioning, oral feedback, self-assessment, peer assessment, observations) are used to adjust the teaching and learning for both individual pupils and the class as a whole. Class teachers will note areas of difficulty/misconceptions and make adjustments within the lesson or the following sequence of lessons to address these.
- **At the end of each lesson / unit:** teachers will use a tracker to identify children who have not met the learning objective within lessons and those who have demonstrated mastery. This tracker gives an overall assessment of the children within the topic assessed against the learning objectives covered.
- **In Reception,** the children are assessed at a data point at both mid-year and end of year.
- **At the end of the year:** In the summer term, teachers use their assessments from all the units of work to make an overall judgement upon whether each pupil is working at, above or below the expected level and reports this to parents.

SEND / Vulnerable Pupils

- SEND Strategies for use in Quality First Teaching and Support Plans document details support for SEND / vulnerable pupils in all curriculum areas.
- Individual SEN pupils have their own support plans and targets.

Impact

To gain an overall picture of attainment in History across the school, the subject leader regularly undertakes a range of monitoring including pupil voice, learning walks, book scrutiny and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed.

Outcomes are recorded on Target Tracker Observations in the EYFS and in books, through photographs, in curriculum books and on Target Tracker in KS1. The work demonstrates a broad range of experiences and evidences the progression of skills gained. Progress is documented through Target Tracker and pupil discussions. Children have a good chronological understanding and are able to identify events on a timeline and recall facts and information they have learnt throughout the topic.