

History at SMAB



Intent

At SMAB, we strive to prioritise stimulating a life-long fascination and intrigue in pupils concerning their local community and the wider world. The Haringey Education Partnership (HEP) is an ambitious curriculum which provides a rich and diverse introduction to historical study. Knowledge and skills are sequenced to not only carefully consider the National Curriculum but to also allow children to make links in their learning and prepare them for the next steps in their education. Pupils are expected to seek out knowledge, be inspired, ask questions and discuss the skill required to be an effective historian.

Curriculum

Our curriculum is carefully mapped so that knowledge develops systematically and chronologically up to Year 6. Children in lower KS2 will find out about people and ways of life from ancient times and civilisations. They will develop a sense of the ancient world and the achievements across the globe, making comparisons where relevant. Beginning in Year 5, children will learn about different aspects of British and local history and discuss how and why things happened or changed and the legacies we see in life today.

During their time at SMAB, children will learn to appreciate the contribution different societies have made to the world. Where possible, this is linked to the children's own identities and that of our diverse community. Children will learn how to carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways. Children will develop and deepen their understanding of chronology and of important concepts that impact on our world today, such as civilisation, slavery, trade, empires, democracy, rulers and settlement as they go through the key stage. Children will have regular opportunities to practise the methods of historical enquiry and understand how evidence is used to make historical claims.

Teaching

- History is delivered in half-termly units through a blend of history lessons and also often in English lessons which are incorporated into these topics to further deepen understanding.
- Knowledge and vocabulary acquired in the History lessons is consolidated through extended writing outcomes, art projects, practical sessions and engaging quizzes.
- There is natural overlapping between topics delivered in different year groups to encourage pupils to make links and build on prior skills.
- Cross curricular links include the study of historical civilisations, art, culture and music. There is also a history focus to many assemblies and collective worship sessions whilst keeping up to date with current affairs.
- Cover pages feature each unit's big and small questions, assessment statements, key vocabulary and space for a final reflection/response to the Big Question.

Marking and feedback

All work should be marked according to the school marking policy by using

- Peer and self-assessment
- Oral feedback
- Children use a **PURPLE PEN** to show response to adult feedback and **GREEN PEN** for self and peer assessment

Where an adult has provided feedback, the child will respond in **PURPLE PEN**

Monitoring

Monitoring is carried out by subject leader and SLT during the school year. This will include

- Learning visits during Writing lessons
- Book looks
- Pupil voice
- Staff/ parent questionnaire
- Moderation across year groups and phases
- Pupil progress meetings

Planning

- The **long-term** plans for History are outlined in the school curriculum map which indicates the topics that are covered throughout the year.
- It is the responsibility of the class teacher/ year group teachers to undertake the History planning for their class, or oversee it where a student may be taking the class.
- The school uses HEP curriculum to structure the teaching of History but teachers are free to adapt the planning to meet the needs of their class
- Lesson plans (or weekly plans) contain more detailed information about what will happen in the lesson. This includes: review questions, key questions, disciplinary and historical vocabulary, resources and scaffolded tasks

Assessment:

- Informal assessment is done through observations of the children, looking at their work and questioning children to identify what they have understood.
- Children are encouraged, in line with the school's Fast Feedback policy, to assess their own and each other's work and identify their own targets for improvement.
- Formal assessment is completed after each unit in the form of synoptic tasks
- Teacher assessment, informed by these tasks, outcomes of lessons and looking at books, is recorded using the school's Target Tracker program and used to identify if a child is working towards, at or above age-related expectations.

Resources and Working Walls:

- Some classes feature a History display which is kept up to date with the current topic being displayed
- Key vocabulary and concepts being taught in History are displayed
- All classes have a Big Book where there are examples of work carried out in lessons, questions and responses

Resources:

- The school holds a central bank of HEP topic booklets which are kept in topic boxes in 'the house'
- There are also several topic boxes which teachers are encouraged to add to
- All staff members should be responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find.