



## History at Tacolneston & Morley

<p>Our <b>history</b> provision provides pupils with a broad and balanced understanding of the most important periods in time. It will give them opportunities to find patterns and communicate meaning and to appreciate historical diversity. This will equip them with the skills to be able to make sense of the world that they live in today and a knowledge of how history will shape their future.</p>	<p style="text-align: center;"><b>Big Ideas</b></p> <p>Develop a passion for history.</p> <p>Historical enquiry.</p> <p>Chronology.</p> <p>Continuity and Change.</p> <p>Cause and Consequence.</p> <p>Evidence and source analysis.</p> <p>Outline and depth.</p> <p>Storytelling.</p>	<p style="text-align: center;"><b>Teaching</b></p> <p>The teaching of History is:</p> <p>Knowledge rich.</p> <p>Planning that builds on prior learning and key skills.</p> <p>Challenges all pupils to think deeply about the content presented.</p> <p>Children discuss or read in every lesson in order to deepen understanding and acquire new knowledge.</p> <p>Knowledge Organisers are used to embed learning.</p>	<p style="text-align: center;"><b>Retrieval Practice</b></p> <p>Retrieval practice is used to support children to transfer ideas from working memory into the long-term memory.</p> <p>Retrieval is spaced over time to support children in memorising knowledge.</p> <p>Children are given regular opportunities to retrieve through:</p> <ul style="list-style-type: none"> <li>- Mini quizzes</li> <li>- Brainstorming</li> <li>- Use of technology</li> <li>- Explicit links to prior learning</li> </ul>
<p style="text-align: center;"><b>Content and Sequencing</b></p> <p>The history curriculum ensures that children can build on the prior skills and knowledge required in order to access new learning. This is achieved by teachers following the History Progression of Skills documents, which maps out the desired skills to be learnt from Reception to Year 6. Each year builds on the prior skills taught and ensures a natural progression as pupils move through primary school.</p>	<p style="text-align: center;"><b>Making Progress</b></p> <p>Content is taught in sequenced manageable steps. Children are given the opportunity to demonstrate that they have made progress by:</p> <ul style="list-style-type: none"> <li>- Retrieval practice in lessons</li> <li>- Brainstorming within and post topics</li> <li>- Writing Tasks and strong links with English</li> <li>- Regular individual, class and whole school quizzes</li> </ul>	<p style="text-align: center;"><b>Critical Thinking</b></p> <p>Through high quality history lessons we aim to encourage critical thinking, as well as helping the children to gain a sense of their own identity within a social, political, cultural and economic background.</p> <p>Children will look at connections and patterns over time and develop a good use of historical terms. There will also be a big focus on different sources and how our knowledge of the past is shaped from them.</p>	<p style="text-align: center;"><b>Support for all</b></p> <p>Everyone has access to the History National Curriculum. Support for children within lessons includes:</p> <ul style="list-style-type: none"> <li>- Additional members of staff</li> <li>- Scaffolding and appropriate differentiation of tasks</li> <li>- Thoughtful questioning</li> <li>- EHCPs and CCPs may also provide specific guidance and support for SEN pupils</li> </ul>