



History at Tetney

History: The Curriculum

History plays a vital role within our curriculum and is fundamental to creating aspirational and knowledge-rich pupils. Our knowledge-rich history curriculum, which follows the National Curriculum, is finely sequenced, cohesive and progressive which ensures knowledge builds on knowledge, from year to year.

Pupils will secure a significant historical perspective by placing their growing knowledge into different contexts and understand connections between local, regional, national and international history. As pupils develop their historical confidence, they increasingly learn how to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. As a result, they also begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At the end of Foundation at Tetney

Pupils will gain a secure understanding of what history is, looking at how they have changed over time and why. Pupils will develop historical vocabulary and language. Furthermore, they will begin to explore wider history focusing on stories of important people to ensure a strong foundation of historical vocabulary and language.

At the end of Key Stage 1 at Tetney

Pupils will become secure in the main stories of important individuals and how they developed and changed history. Pupils will also be able to begin to make comparisons with contrasting forms of government, class systems and civilisations which will provide a secure base context for KS2 learning. Pupils will be oriented in time / narrative and space, which will enable them to grasp stronger historical awareness in KS2.

At the end of Key Stage 2 at Tetney

Pupils will make links and comparisons through their understanding and exploration of a diverse selection of different periods across the ancient world. They will learn how to carry out historical enquiries using a variety of sources of information, as well as look at how and why the past is interpreted in different ways. An accumulation of knowledge-rich curriculum means that pupils will be able to evaluate how ancient history has impacted society today.

Pedagogy: How the Curriculum is Taught

Within our history curriculum there are four main elements that underpin how the curriculum is taught.

- Story-telling is a critical aspect of the history discipline. Initially, it serves as a gateway into new knowledge and a secure platform from which pupils can deepen and widen their knowledge. Using the 'creative curriculum' approach helps our pupils understand the historical period and develop empathy for key figures and peoples.
- Oracy, vocabulary, and verbalisation are embedded sequentially throughout the history curriculum to ensure the appropriate scope and depth. All are explicitly taught, deliberately practised, and rooted through retrieval practice, across multiple lessons to secure into long-term memory. As a result, pupils are confident in their use of words in multiple oral and written contexts.
- Pupils gain a secure and cohesive understanding of each historical strand of learning through the teacher imparting knowledge and facts using the principles of direct instruction. This rigorous approach secures the progression of historical knowledge, both substantive and disciplinary.
- Pupils gain a progressive understanding of historical concepts and methods. This ensures pupils are able to make connections, draw contrasts and trends, frame historically-valid questions and explore how evidence is used to make history claims. As pupils move through the school, they will be able to make historical links with areas previously studied.

Assessment

We use a multi-faceted approach to assessment within history.

- Retrieval practice takes place at the beginning of every lesson
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback
- History tasks allow pupils to independently apply appropriate substantive knowledge and disciplinary concepts. These begin in EYFS with verbalising answers to a review at the end of a topic and continue throughout every year group.

Cultural Capital

Tetney offers pupils opportunities to apply their historical understanding within other wider contexts. This includes trips to local historical sites and museums, external visitors delivering history sessions and commemoration of key events via assemblies.

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through CPD and wider external sources. Moderation and coaching ensures the quality of history provision is securely effective and consistent across school.