

At Willington Primary School, we aim to provide a History curriculum which enables our children to **know and remember more** of the curriculum. To encourage this, our breadth of study follows a schema theory underpinned by **four threshold concepts**.

Understand
Chronology



Investigate and
Interpret the Past



Build an Overview
of World History



Communicate
Historically



To support this schema, which encompasses an appreciation of how facts are connected from Early Years through to Key Stage 2, **knowledge** is explored within ten categories.



Beliefs



Location



Culture and
pastimes



Main events



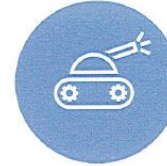
Settlements



Artefacts



Society



Conflict



Travel and
exploration



Food and
farming

Our curriculum strives to provide children with **skills, experiences and knowledge**, which is both progressive and transferable, throughout their time at Willington Primary School, into further education and beyond.

Our History curriculum ensures coverage of the **National Curriculum**. Each phase covers four topics. The aim is for the children to meet the **milestones** (goals) at the end of each phase. In the first year of the topic, children will cover the milestone at a basic level where they will build the fundamental foundations which will be built upon in the second year where children will cover the milestones at an advancing and deeper level.

All History lessons follow the same structure from Y1 to Y6.

Retrieval Practice

All lessons start with a retrieval practice task. This is a strategy in which calling information to mind subsequently enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge “out” and examine what we know.



Last lesson review

Children respond to marking and teachers address any misconceptions from the previous lesson.



Start with an image

An opportunity to think like a historian and to promote critical thinking.



Share learning Intention

The learning intention is shared along with the knowledge category it relates to and any key vocabulary needed to access the lesson.



Feedback

The learning is reviewed and feedback is given.



Independent Activity

Children complete an independent activity.



Share new learning

New information is shared / explained.



Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty



Assessment

Retrieval tasks are completed at the start of each lesson to assess prior learning.

Time in the lesson is given for children to **respond to feedback** and for the teacher to address any misconceptions / common errors from the previous lesson.

The use of discussion during the lesson monitors learning and is used for **Assessment for Learning (AfL)**

Assessment trackers are completed every lesson to assess children's attainment. Trackers are passed up to the next teacher so that the planning of the deepening tasks in the second year of the topic can address the needs specific to the cohort.

Monitoring is completed by the History Leader / SLT to assess the learning completed and to ensure the sequencing of learning.



SEND

Quality first teaching strategies are used to support all learners.



Working walls are designed to support all learners with key information (e.g. vocabulary, dates, sources of evidence) and are referred to throughout the topic.

Topic Wheels at the front of books provide children with key vocabulary and an overview of their learning.

The 'I see, I think, I wonder' part of the lesson allows all learners to think like **historians** and become **critical thinkers**.

Adaptive teaching strategies provide different levels of support, using different resources or adjusting the pace of instruction.