

## Trafalgar Infant School: History Curriculum Overview

Subject	Intent	Implementation	Impact
<p><b>History</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• chronological understanding</li> <li>• Knowledge and understanding of world eras and British eras</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• historical enquiry skills</li> <li>• interpretation</li> <li>• organisation and communication</li> </ul>	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> <li>• Use common words and phrases to talk about the past</li> <li>• Use a wide vocabulary of everyday historical words</li> <li>• Understand some of the ways in which we find about the past</li> <li>• Talk about changes in living history and understand how these relate to changes in national life</li> <li>• Talk about changes beyond living memory that are significant nationally and globally, including events celebrated through festivals and anniversaries.</li> <li>• Talk about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Talk about historical events, people and places in their own locality</li> </ul>	<p>We follow the <b>national curriculum</b> in history, supported by specialists, such as the History Association and Key Stage History. The history <b>overview</b> outlines what is covered in each year group and how the subject is sequenced. <b>Knowledge</b> and <b>skills</b> build to ensure there is progression through our curriculum.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• developing historical enquiry skills to gain historical perspective, including concepts of continuity and change, cause and consequence, similarity and difference and significance</li> <li>• children searching for, examining and interpreting evidence from the past to actively engage in reconstructing the past and forming their own judgments about how the past may have been</li> <li>• exploring our local area, to develop the children’s sense of place and identity</li> <li>• adaption to suit all abilities</li> <li>• trips and visitors to enrich learning workshops to explore the Great Fire of London and the seaside in the past, family members and members of the community.</li> </ul> <p><b>Timing:</b> History is taught across each ½ term topic</p> <p><b>Supported by:</b> History Association, National Archives, Twickenham Museum,</p>	<p><b>Assessment includes:</b></p> <ul style="list-style-type: none"> <li>• pupil self-assessment</li> <li>• on-going assessment of prior and present knowledge during lessons with teachers adapting planning as required</li> <li>• assessment criteria within the planning support teachers in assessing where the children are with their learning</li> <li>• strategies such as: ‘show me’ mini-whiteboard exercises, Q&amp;As; marking, with children responding to marking; regular recaps of prior learning; quizzes; end of unit quizzes; revision sessions and tests of a variety of prior topics to test longer term retrieval and understanding</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• on-going check-ins between subject leads and teachers</li> <li>• regular monitoring by SLT and subject leads on a timetabled cycle</li> </ul>

