

Intent

History at Woodford Primary School grows the potential in all children to secure new knowledge that achieves and exceeds the requirements of the National Curriculum through building links within and across subjects and years. Our rigorously, coherent and sequenced history curriculum promotes the development of natural curiosity and enquiry within history so that children gain confidence with their fluency in concepts and vocabulary. History is taught through 'high-leverage' activities to retain material efficiently and build the disciplinary concepts of continuity and change, cause and consequence, similarity, difference and significance. This enables children to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses; to challenge their thinking.

Social Structures

- Meet and greet to positively start each lesson.
- Talk partners.
- Shared discussion.
- Storytelling.
- Choral rehearsal of vocabulary.
- Say-it 5 times.
- Answering in more detail ('tell me more', Say it in a different way).

Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We understand the links between powerful knowledge and vocabulary acquisition. We use schema maps to promote vocabulary and 'chunk' the knowledge in order to connect history knowledge, building schema in the long-term memory.

Expectations

- Substantive and disciplinary knowledge through the Opening Worlds curriculum.
- Scope, rigour, coherence and sequencing.
- Storytelling.
- 10 teaching techniques from Opening Worlds.
- Retrieval: Regular practice (not just previous lessons but previous sequences of learning).
- Building chronology-timelines.

Opportunities

- Use of primary and secondary sources.
- Local visits, visitors and link to allow children to make connections to the present day.
- Wider learning around the enquiry question.
- Exposure to periods in history of social injustice that differ from today.
- Role playing/hot seating to immerse themselves into the learning.

Adaptations

- Widgit symbols.
- Cloze procedures.
- Pre-teach vocabulary.
- Symbols.
- Vocabulary mats.
- Consistency in approaches across the subject and across the school.
- Additional processing time, e.g. providing questions to learners in advance of the discussion.

Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by the British values and ensuring our pupils are well rounded individuals who will impact positively on society. History provides us with great opportunities to celebrate diversity across both ancient and modern times

- **Individual liberty:** Providing our children with the freedom and a safe space to make their own choices and form their own opinions to enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves.
- **Mutual respect and tolerance:** Learning about different faiths and cultures and listening to various view points to understand and value the diverse experiences and contributions of others who may be very different from themselves.
- **Democracy:** Working together to build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales.
- **The rule of Law:** Understanding how history has helped to shape the way we live today through the exploration of historical concepts.

CURRICULUM DELIVERY			
Grow the potential for all children - children secure new knowledge and achieve.			
Enact the planned curriculum content.			
	Consistent Approach	Common Language	Teacher/TA Role
Entry	Ready for learning: • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared equipment, pre-teach	Positive Calm 'Ready to learn.' 1, 2, 3'	Meet and greet. Set expectations for learning.
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do, remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'WTF' 'TYP' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Components Connections Scaffold Small steps 9 Talk Moves Class responses 'Do it, do it again, do it yet again.' 'Say it again better' 'WTF' 'TYP'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Slow what you know.' 'Do it, do it again, do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Reorganise reading. Adaptive scaffolds.
Exit	Review/Retrieval of new knowledge. Synoptic task Assessment as learning.	Knowledge quizzes Synoptic task Progress measure 'Tell me what you have understood'	Check knowledge. How well have all children secured curriculum content?

All children included in learning and have access to the curriculum content - Equity
All children secure new knowledge and progress with learning.