

Feedback and Assessment: Regular opportunities are provided for checking pupil understanding throughout the lesson. This may be through verbal question and answer sessions using targeted questioning via cold-calling to maximise participation, the use of mini whiteboards as show call or via MCQs. During independent tasks, teachers circulate classrooms, monitoring pupils' performance and targeting pupils. Whole-class feedback should be provided where common misconceptions are identified. Pupils are formally assessed throughout both KS2 and KS3 in various forms: 1. A written assessment: an extended written answer, a short paragraph, 3. A mid-point topic test which assesses new knowledge, 4. An end-of-topic test which assesses new knowledge and prior knowledge from earlier topics and year groups.

Communicate Learning Intentions	Modelling New Material	Independent Practice	Review the Learning
<i>Sharing learning intentions/big question so that pupils understand:</i> - What am I learning? - Why am I learning this now? - How does it link to what I have and will learn?	<i>To learn effectively, pupils need to be challenged appropriately. Pupils should make continuous progress through small steps with high rates of success to ensure pace</i>	<i>Pupils should be given the opportunity to deepen and extend their learning by applying it to new contexts or thinking critically about new knowledge</i>	<i>Regular retrieval of knowledge helps to move new knowledge into long term memory. It also helps pupils to see connections between learning intentions and key concepts.</i>
In History we use: - LI is presented in the form of the key component for the topic, building the small steps to progress through the lesson - Review previous learning, provide children with a challenge that reconnects them with prior knowledge (from previous lesson, unit or year group)- <i>a low stakes quiz is stuck in books and self assessed</i>	In History we: - Introduce key vocabulary and pupils write down any important information or knowledge they need to engage with the lesson. - Ask questions to tie this lesson content to others. - Build knowledge through the teaching slides. - A modelled reading task may be provided for pupils to breakdown vocabulary, visualise or connect to background knowledge. - Think aloud and model steps. Teacher will use the visualiser to annotate and explain new knowledge.	In History we use: - A range of ways for pupils to write about their learning in lessons: <i>Answering questions about historical sources</i> <i>Discussion and debate</i> <i>Short pieces of historical writing</i> <i>Longer pieces of historical writing</i> - Teacher circulates, checking for misconceptions. - Teacher may work with a guided group of pupils (to support or challenge)	In History we use: - Check understanding by referring back to the enquiry question and learning intention - annotate new knowledge on the board. - Ensure pupils can communicate what they have learnt today - Use knowledge organisers to communicate key information and connect to prior and future knowledge

Climate For Learning: Lessons provide clear structure that help establish routines and expectations; all lessons begin with bell work as pupils enter the classroom whilst teachers greet pupils at the door to allow all pupils the opportunity to discuss any problems. SEND pupils are placed at the heart of schemes of learning: small steps through new material help all pupils to succeed and regular opportunities to practise and embed knowledge and skills are provided. Praise points should be used to encourage participation and effort rather than correct answers.

Curriculum Intent We want our History curriculum to inspire and ignite pupils' curiosity about life, from the earliest times to the late 1900s. To enable pupils to build knowledge and understanding in order to gain an informed historical perspective on their world.	Big Ideas Knowledge and understanding Pupils build their knowledge and understanding around the areas of change and continuity through the ages. They develop recall of key dates, information and concepts. Working Historically Pupils develop key skills based upon interpretation, analysis and	Content and Sequencing Year 5- Pupils will investigate the Anglo-Saxon kings and their struggle for the kingdom of England. Pupils will develop knowledge and understanding of two ancient civilisations (the Maya and Benin) and investigate their achievements. Pupils will learn about the significance of
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This will help to ensure pupils have the ability to be successful in any potential future learning and employment.	evaluation of historical sources. Feedback Strategy Units of work are carefully sequenced so prior knowledge and concepts are built upon. Regular formative assessment and assessment for learning ensures gaps are filled. Effective questioning and higher order thinking features in every level. Progress and attainment within units is recorded and shared. Opportunity for revisiting content to draw comparisons and to apply learning at greater depth.	Queen Victoria and the lives of ordinary children. They will also carry out an in depth study of Lord Armstrong and how his early influences changed the course of history. As a consequence, pupils will have a sound knowledge and understanding of the beginnings of industrialisation in preparation for Year 8. Year 6- Pupils will gain key knowledge and understanding of Viking raids and invasions; which builds upon the pupil's knowledge and understanding of the Anglo-Saxon kings (Alfred the Great). The primary focus is a local history study of Lindisfarne and the heathen army clashes at York. Pupils investigate the Titanic disaster, a significant historical event that marked a part of British industrialisation. Pupils will then study coal mining with a particular focus on the local area and its impact on Britain and its people. Year 7- Pupils will learn how the Normans secured control of England and examine the social, political, and economic effects of the Norman Conquest. They will explore the role of the Church in medieval society and how it exerted power and control over people's lives. Pupils will evaluate the success of medieval rulers and investigate the development of Parliament during the medieval period. They will study the causes of the Peasants' Revolt and the growing social discontent across England. Finally, pupils will explore the flourishing arts and literature of the Renaissance and examine how it influenced attitudes, ideas, and technological developments. Year 8- Pupils will study the Tudor monarchs and their roles in the English Reformation, assessing their impact on religion, politics, and society in England. They will explore the relationship between the Stuart monarchs and Parliament, considering how the nature of government changed in Britain during this period. Pupils will examine the impact of the British Empire on its colonies and study the Trans-Atlantic Slave Trade. They will explore key revolutions that shaped the modern world, including the American, French, Haitian, and Industrial Revolutions. Finally, pupils will independently investigate significant global events that took place during 1968.
SEND Support - Teachers use seating plans to support the needs of individual students. - Access to pupil profile, SEN support plans and EHCP information to personalise support for individual students. Time management and Additional Support - Pupils who need extra support with organisation and task completion are given a task planner. - Pupils are given clear time allocations for tasks. Regular check-ins are given by the teacher to those pupils in need of extra support <u>Independent Practice</u> - Teacher will provide scaffolded tasks (bookmarks, tick lists, prompts) to support with longer writing tasks - Teacher will circulate, checking for misconceptions, supporting learners with live-marking.	Enrichment and Cultural Capital We take great pride in developing citizens of the future. In History, we want our pupils to: - Have new experiences both inside and outside the classroom - be curious and encounter first-hand what it was like for ordinary people in the past - understand how and why the past has shaped our culture today. - empathise with others' situations and the choices that they had to make. - Develop socially by working in pairs, groups and practice the skills of debate. British Values also underpins a large proportion of our history curriculum - democracy, monarchy and the foundations of British culture and society. <u>Enrichment:</u> Cragside Beamish Artefact boxes	