



# History at Ravensthorpe Primary Academy

## 1. Curriculum design

- At RPA we use United Learning (UL) as our history curriculum throughout the school.
- We have designed our curriculum as a progressive model around these **vertical concepts**:
  - **Quest for Knowledge** How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time? Why do people seek to rationalise?
  - **Power, Empire and Democracy** Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people's rights different in different political contexts? C
  - **Community and Family** What is life like for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places?
- History is taught through 3 strands
  - **Substantive knowledge** (core historical facts, dates, events and individuals)
  - **Disciplinary knowledge** (thinking like a historian eg. looking at causes and consequences)
  - **Procedural Knowledge** (Things historians need to be able to do eg. using vocabulary and using a timeline)
- We use the UL 4 lesson model to allow for any gaps in learning to be addressed through pre-teaching.
- Reading and writing have been interwoven into the curriculum, to give multiple opportunities for children to practice these skills and make links in their learning.
- Subject overview documents map out when assessments, pre-teaching and the curriculum lessons will be. They specify any enhancements and firsthand experiences plus opportunities for extended writing.

## 2. Curriculum delivery

- United Learning resources are used to deliver lessons. This follows Rosenshine's Principles of *I do, We do, You do*
- Powerpoints are available for all lessons which teachers adapt to meet the needs of learners, ensuring the core content remains.
- Teachers use practical hands-on resources and firsthand experiences to make learning memorable.
- Lessons are adapted to meet the needs of all learners. Teachers use children's individual APDR (Assess, plan, do review) support plans to inform their adaptations.
- **I do**: New learning is modelled explicitly. Teachers use metacognitive talk to share the learning process and model on the visualiser.
- **We do**: Children practice the new learning with the teacher or in pairs.
- **You do**: Children show their new learning independently.

## 3. Books/Floor Books

- All books are clearly labelled using the school standard labels. EYFS use floor books. Y1-6 have a History book.
- A topic title page is used at the start of every new unit.
- The pre-learning quiz is completed and stuck into the book.
- Pre-learning is identified in the book by the title 'Pre-learning'
- All learning has a date and L.O (EYFS- Y3 short date and LO stuck in, KS2 long date and LO written)
- Worksheets are used when essential but children are encouraged to show their learning in other ways such as diagrams, short burst writing or double page spreads.
- The post quiz is completed and stuck into the book.

## 4. Feedback and Assessment (refer to presentation policy)

- Lessons are planned to encourage active thinking and learning checked through the use of the Walkthrus: *Cold Call, Mini whiteboards and Think Pair share*.
- Teachers use formative assessment and live marking during the lesson to pick up misconceptions.
- Following the feedback policy, teachers identify misconceptions and address them with the children. This could be through the Walkthrus *Whole Class Feedback*. Children respond or edit in green pen.
- Teachers complete a summative assessment on children's learning using the information from their formative assessments, quiz activities and the work produced. This is entered onto the INSIGHT tracking system.

