

'The more you know about the past, the better prepared you are for the future.' (Theodore Roosevelt)



# History at Clapgate



'A people without the knowledge of their past history, origin and culture is like a tree without roots.' (Marcus Garvey)

## Vision



At Clapgate, we want all pupils to have an understanding of the past and how history will shape their future. Through high quality history lessons children will think critically, weigh up evidence, generate arguments and have a well developed sense of chronology. The children will engage with a history curriculum that has been carefully planned to ensure that topics foster awe and wonder and actively motivate children to ask 'why?'. Lessons will include a range of sources such as pictures, stories, writing and artefacts to ask and answer questions about the past and how these impact the world we live in today. Lessons will be tailored to ensure that children's skills in reading and writing will not become barriers to their history learning.

## Vocabulary



Children will be given the opportunity to develop their use of vocabulary through a range of speaking and listening activities. Children will be encouraged to share their conclusions with other pupils and defend themselves using evidence to back up their conclusions. Children will take part in group discussions to refine their ideas. They may take part in role play activities to encourage the use of topic related vocabulary. In many lessons, children will be encouraged to make predictions and ask questions about history.

## Keep up and catch up

Through formative assessment we identify children who are at risk of developing gaps in their learning and address these within lessons.



## SEND

In most cases, children who are struggling to access the learning at the expected level for their age are given appropriate supports within lessons. This includes accessing adult support or the use of recommended resources. Work is also differentiated to suit different levels of ability within the class.

We understand the importance of fostering a love for the learning of history supported by encouraging and positive staff who help our children to build resilience and independence. We use the Historical Association schemes of work from Years 1 to 6.

Pupils at Clapgate know that their history learning is about gaining a coherent knowledge and understanding of Britain's past and the wider world. Pupils know that by asking questions, thinking critically, weighing up evidence and generating arguments they will develop perspective and judgement of the past. They understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. In order for our pupils to become good historians we ensure our lessons are:

- creative, active and full of speaking and listening opportunities.
- challenging and enjoyable.
- designed to encourage pupils to express their ideas.
- rich in opportunities to develop historical skills.
- responsive to the needs of each pupil.
- differentiated through tasks set, questions, resources and teacher/TA support.
- planned around the National Curriculum objectives.

A spiral approach within our history curriculum, ensures skills and concepts are revisited continually, at ever more sophisticated levels. This ensures that pupils know, learn remember and use historical facts.



**HA** Historical Association

**Clapgate**  
Primary School  
Inspiring Young Minds

## Assessment



Teachers regularly use on-going informal assessment (based on observation; discussion; questioning; written work) to adjust teaching and progress the children's learning. Within each lesson history learning goals/objectives are set for the children. These goals are discussed with the children so they understand what they are aiming for. The learning goals are taken from the knowledge, skills and understanding laid out in the National Curriculum history guidance. Children are frequently provided with feedback so that they know how they are doing. Teachers also engage in regular conversations with subject leader to ensure teachers are confident with assessing in history. All class teachers submit assessments to the subject leader and SLT at the end of each term. This is then sense checked and analysed.