



History at Yarlside Academy



Vision



For children –

- To develop understanding of vocabulary linked with the past
- To be able to connect prior learning with new learning
- To make links and connections across periods of time
- To understand historical claims, arguments and accounts
- To be able to work and think historically by selecting, organising, reasoning and inferring to respond to questions and challenges.

Substantive Concepts

Community	Knowledge	Invasion	Civilisation	Power	Democracy
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Historical enquiry

Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
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Curriculum Approach

- Unit plans outline small steps progression.
- Each unit focuses on substantive concepts which progress in detail each year.
- Opportunities to develop 'Working Historically' are embedded and give children chance to experience hands-on activities that include sources of evidence.
- Encourage children to explain their thinking, whether verbally or in written form.
- When possible, place emphasis on drawing links to other periods of time across history (especially Britain if focusing on an Ancient civilisation) looking at patterns, trends, similarities and differences.



Assessment & Feedback

- Adults observe and listen to students during lessons to evaluate their understanding.
- Staff provide 'live' marking and feedback to address any misconceptions at the point of learning.
- Adults ask insightful, carefully planned questions to assess children's knowledge and understanding.
- Quiz questions are provided at the end of each lesson and unit to inform teachers for future planning.



Teaching & Learning Approach

- Retrieval Practice activities at the start of each lesson to recap prior knowledge.
- Explicit teaching of vocabulary to enable children to use historical, time and topical language meaningfully.
- Adults provide different learning tools to teach the children new knowledge eg artefacts, research.
- Adults model how to 'Work Historically' and find out about the past with emphasis on primary and secondary sources of evidence and bias within these.
- Children are provided with opportunities to research and draw conclusions.
- Children are encouraged to articulate their thinking and be encouraged to challenge and debate.
- The outcome should clearly draw together learning and show the children's newly acquired skills and understanding.



Connect



Explain



Example



Attempt



Apply



Challenge