

A photograph of two children in a school kitchen. A boy in the foreground is whisking ingredients in a bowl, while a girl in the background stirs a pot. The kitchen is made of wooden crates and has various cooking items on the counter. The entire image is overlaid with a blue tint and a white border.

# How we teach HISTORY at Lozells School



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## Our vision:

*To teach and nurture the children of our community is a privilege.  
Our families and children are ambitious for themselves and supportive of one another in a way that simply defines 'community'.  
Our vision is for all our children to know that they are valued, can make a difference and can achieve great things through hard work and perseverance.*

## Our ethos is:

*Everyone is entitled to be the best they can be.  
We will enable children to learn, challenge them to think hard and guide their growth as young people.  
They are their own future, their family's future, our future.  
Our children have differences, character and voices and we encourage this!*

# 1. SUBJECT VISION STATEMENT



Through the teaching of history at Lozells, children find out how culture, the local community, Great Britain and the wider world have developed over time. Children gain a well-rounded knowledge of the past and are able to make links between periods studied. Children learn about key historical events, both from Great Britain and worldwide, and learn about the lives of significant people from different walks of life. Children are encouraged to be curious and develop their questioning skills to ask why we know about the past. Teaching of history helps children to understand the process of change, the diversity of societies and relationships between different groups. Lessons which are learnt through history can influence decisions about choices, attitudes and values, which also enables our children to learn to value their own and other people's cultures.

### 3. MEETING THE AIMS OF THE NATIONAL CURRICULUM

#### **PURPOSE OF STUDY:**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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.

#### **NATIONAL CURRICULUM AIMS:**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

#### **ATTAINMENT TARGETS:**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

### **KS1 NC SUBJECT CONTENT:**

Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- **Changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life
- **Events beyond living memory that are significant nationally or globally** [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- **The lives of significant individuals in the past who have contributed to national and international achievements.** Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- **Significant historical events, people and places in their own locality**

## **KS2 NC SUBJECT CONTENT:**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

### **Changes in Britain from the Stone Age to the Iron Age**

Examples (non-statutory) could include:

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

### **The Roman Empire and its impact on Britain**

Examples (non-statutory) could include:

- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

### **Britain's settlement by Anglo-Saxons and Scots**

Examples (non-statutory) could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

### **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

Examples (non-statutory) could include:

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

#### **A local history study**

Examples (non-statutory)

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

#### **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

Examples (non-statutory)

- The changing power of monarchs using case studies such as John, Anne and Victoria
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- A significant turning point in British history, for example, the first railways or the Battle of Britain
  
- **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China**
  
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world**
  
- **A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**



# 4. INTENDED PROGRESSION THROUGH THE CURRICULUM

## EYFS – HISTORY RELATED EARLY LEARNING GOALS

EYFS

KEY STAGE 1

KEY STAGE 2

Specific Area of Learning Understanding the World	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Historian</li> <li>After</li> <li>Before</li> <li>New</li> <li>Old</li> <li>Now</li> <li>Past</li> <li>Present</li> <li>Time</li> </ul> <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> <li>Know about personal history – birthdays, celebrations.</li> <li>Celebrating cultural diversity of children in the class.</li> <li>Traditional festivals and celebrations.</li> <li>Routines - Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>Through interactions talking about what they did yesterday, last week, last year.</li> <li>Life cycles and growing plants to introduce change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.</li> <li>Learning about the family traditions of children in class from different cultural backgrounds.</li> <li>Remembrance Day.</li> <li>Black History week – Rosa Parks.</li> <li>Bonfire Night – Guy Fawkes.</li> <li>R.E themes taught through Discovery RE.</li> <li>Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers.</li> <li>London past and present – Link 'The Naughty Bus,' story.                             <ul style="list-style-type: none"> <li>Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>Through interactions talking about what they did yesterday, last week, last year.</li> <li>Child-led learning inspired from books – Tim Peake / Astronauts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> </ul>
	People, Culture and Communities	<p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			
	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>				



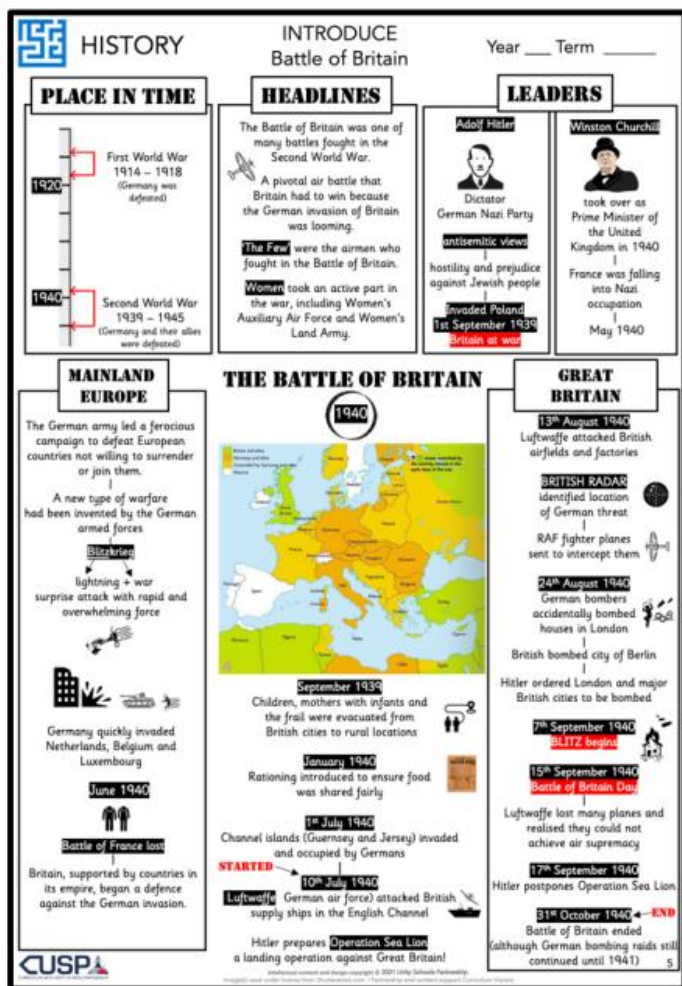
## KEY STAGE 1 AND 2 PROGRESSION AND COVERAGE IN HISTORY

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Changes within living memory	Events beyond living memory: Great Fire of London	Changes in Britain from the Stone Age, Bronze Age to the Iron Age	Britain's settlement by Anglo-Saxons and Scots	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Windrush generation/ Battle of Britain
The lives of significant people: Mary Anning Sir David Attenborough	Significant historical events, people and places in our locality		The Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: 5 Monarchs
More lives of significant people: Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peaks	Revisit events beyond living memory	The Roman Empire and its impact on Britain	The achievements of the earliest civilizations: Ancient Egyptians	A non-European society that provides contrasts with British history: Maya and Anglo-Saxons	Battle of Britain/ Windrush Generation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Understanding the world</b>  <b>Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.  <b>People, Culture and Communities</b>  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Changes within living memory   <b>COMMUNITY KNOWLEDGE</b>  Nationality, Rights, Society	Events beyond living memory   <b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b>  City, Monarchy, King, Merchant, Parliament, Society, Religion	Stone Age Bronze Age Iron Age   <b>KNOWLEDGE COMMUNITY POWER</b>  Settlement, Belief, Conflict, Trade, Trade routes	Britain's settlement by Anglo-Saxons and Scots   <b>INVASION POWER COMMUNITY</b>  Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King	Compare non-European society with Anglo-Saxons (Maya)   <b>CIVILISATION KNOWLEDGE POWER</b>  City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War (Early Islamic and Benin to be written Spring 2023)	Windrush Generation   <b>COMMUNITY DEMOCRACY POWER</b>  Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality	
	Lives of significant people   <b>KNOWLEDGE COMMUNITY</b>  Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer	Revisit events beyond living memory   <b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b>  City, Monarchy, King, Merchant, Parliament, Society, Religion	Rome and its impact on Britain   <b>INVASION POWER CIVILISATION</b>  Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor   <b>INVASION POWER COMMUNITY</b>  Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	Ancient Greeks   <b>POWER DEMOCRACY KNOWLEDGE CIVILISATION</b>  Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	Beyond 1066  Monarchs   <b>POWER INVASION DEMOCRACY</b>  Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law  Battle of Britain   <b>POWER INVASION COMMUNITY</b>  Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War	
	More lives of significant people   <b>KNOWLEDGE COMMUNITY</b>  Explore, Rights, Freedom, Society, Frontier, Pioneer	Significant historical events, people and places in our locality   <b>COMMUNITY KNOWLEDGE POWER</b>  Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement		Achievements of an ancient civilisation Egypt   <b>CIVILISATION KNOWLEDGE POWER INVASION</b>  Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave Shang Dynasty, Sumer and Indus Valley to be written Spring 2022		CUSP AB History Y6 How did conflict change our local area in WW2   Local history study <b>POWER INVASION DEMOCRACY COMMUNITY</b>   Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley	
SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN							
Historical enquiry							
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance		

# 5. IMPLEMENTATION THROUGH CUSP – EVIDENCE-BASED PRACTICE

Knowledge organisers are shared at the beginning of each unit of work. They contain key information which can be referred to during any of the lessons. Each lesson builds upon previous learning and children have the opportunity to read through what they have previously learnt before completing simple quizzes. Pupils are given the chance to show what they have learnt and can use their knowledge to be challenged further.



Connect

Make Connections with previous learning through questions, quizzes, two things, give one and get one routines.

Position and frame substantive concepts in context of this learning using Big Ideas map.

For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.



Explain

Focus the learning question to help pupils attend.

Introduce essential vocabulary in the context of the lesson.

Use vocabulary modules and scripts to introduce new words.

Be efficient with words and clear with explanations.

RECEPTIVE LANGUAGE DEVELOPMENT



Example

Make worked examples really explicit.

Use diagrams, images, videos, artefacts to help articulate the content.

Reduce number of slides on interactive boards.

Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.



Attempt

USE WHAT YOU KNOW

Pupils practically have a go at selecting and organising the content you have taught them.

**DELIBERATE PRACTICE**  
Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning.

**FEEDBACK** – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.



Apply

SHOW WHAT YOU KNOW

Use teacher books to model page layout using double page spreads.

Use CUSP Thinking Hard routines to help pupils explain and connect their learning.

Use and apply vocabulary all the time. Make it unmissable and irresistible.

Increase productivity through CUSP Hexagon pathways to explain content.



Challenge

DEEPEN WHAT YOU KNOW

Quizzes to increase the retrieval practice effect.

Self-questions to develop richer knowledge of the content.

Two things


Blank hexagon pathways

Open word paths

Partial word paths

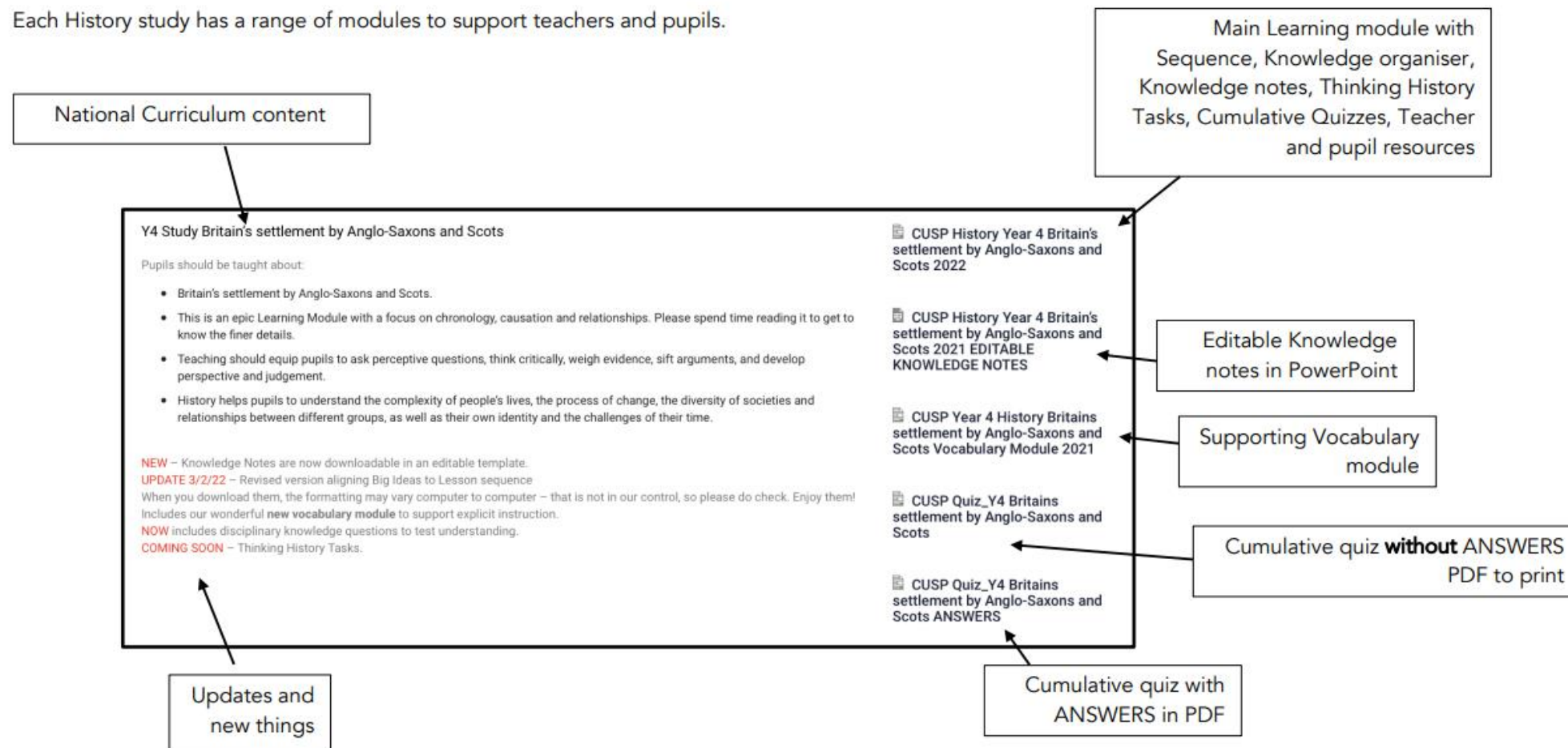
Closed word paths

An example of how a unit of work can be summarised. It includes previous learning, key ideas and tier 2 and 3 vocabulary.

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p><b>Y6</b> <b>Local history study</b>   <b>How did conflict change our local area in WW2?</b>  </p> 	<p><b>POWER</b> <b>INVASION</b> <b>DEMOCRACY</b> <b>COMMUNITY</b></p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p> <p>Monarchs through time</p> <p>Battle of Britain</p>	<p><b>The Second World War</b> Remember: The Battle of Britain and World War Two.</p> <p><b>The Friendly Invasion</b> Why was East Anglia described as mini America?</p> <p><b>Places and People</b> Where were the airbases in our locality?</p> <p>Why were these airbases important to the war effort?</p> <p>What effect did these airbases have on our local area?</p> <p><b>Memorials</b> How do we remember the brave men and women who defended our country?</p>	<p>altitude</p> <p>boisterous</p> <p>cemetery</p> <p>penetrate</p> <p>strategic</p> <p>supremacy</p>	<p>airbase</p> <p>Axis</p> <p>Bombardment</p> <p>Incendiary</p> <p>Memorial</p> <p>segregation</p>

# Structure and content

Each History study has a range of modules to support teachers and pupils.





## KNOWLEDGE NOTES

Locational points of reference communicating what pupils will KNOW.  
Communicates the lesson question.  
Supports explicit vocabulary instruction.



Lesson questions are introduced at the start of teaching.  
They set the scene and set pupils on a quest.

Enables pupils to attend to the teacher instruction and follow the lesson. Pupils mark up on the KN as the teacher references content.  
It acts as a simple, physical location cue.

A clear point of reference enabling pupils to engage in tasks without forgetting the content.  
Focuses attention as one source of essential lesson content.

## THINKING HISTORY TASKS

A menu of DISCIPLINARY KNOWLEDGE tasks to help pupils make sense of the substantive knowledge.

**Year 6: Battle of Britain**

**Q1 Why did Britain declare war on Germany in 1939?**

**Justifying** **Presenting**

One country declaring war on another can NEVER be justified. | One country declaring war on another can SOMETIMES be justified.

Prepare and present an argument to support one of these statements. Do you think Britain's decision to declare war on Germany was justified?

**Identifying** **Connecting**

Find out what each of these images represents. Which image is the odd one out? Justify your choice.

Identify a image you would add to this group and explain your choice.

**Ranking**

Poland was invaded by Germany and defeated in just 35 days. Rank these facts according to how significant you think they were in contributing to such a swift defeat.

- Poland has a relatively flat terrain.
- Poland's weaponry was old and outdated.
- Hitler had planned the attack for months.
- Germany cut off food and water supplies to Polish civilians.
- Poland's allies, Britain and France, were far away.
- Germany's army had modern weaponry and equipment.

Give reasons for your ranking.

**Sorting**

Adolf Hitler was a dictator. Sort these words according to whether they are associated with dictatorships or democracies.

equality freedom restriction rule leader | election repression power persecution laws

democracy | dictatorship

Do any words belong in both sets?

Teacher choice – DO not expect to use all tasks within a lesson.

Select ONE OR TWO tasks that you think will consolidate and elaborate pupil understanding related to the teaching of the knowledge note.

**NOT to be used before** the explicit instruction of the content in the knowledge note.

Provides relevant and sophisticated CHALLENGE for pupils to think hard about the content – creating coherent long-term memory.

# 6. DEVELOPING ENGLISH SPEAKING, READING AND WRITING SKILLS THROUGH HISTORY

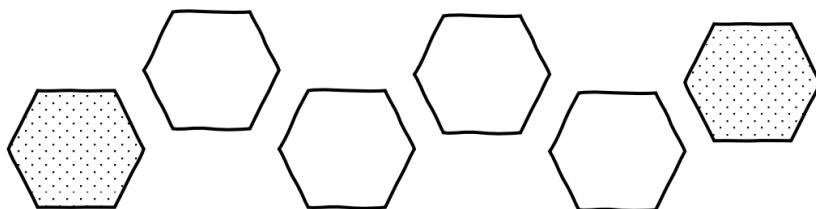
Key words, including tier 2 and 3 vocabulary, are introduced in each topic and are used throughout. Every unit of CUSP history comes with vocabulary tasks, as well as additional vocabulary activities for the children to complete alongside their work. Children are encouraged to use the new learnt technical vocabulary and in their oral and written work.

Vocabulary for explicit instruction



Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
altitude	height above sea level	airbase	base for military aircraft
boisterous	noisy, lively, high-spirited	Axis	the alliance of Germany, Italy and Japan in World War 2
cemetery	large burial ground	bombardment	a continuous attack using bombs or other missiles
penetrate	force a way into or through	incendiary	a bomb designed to cause fires
strategic	forming part of a long-term plan to achieve a purpose	memorial	an object or structure put up in memory of a person or event
supremacy	the state of being superior to all others	segregation	the enforced separation of people of different racial groups

BUILD THE PATH: connect these two words with four other words that link the line together.



OWN-it	Analyse	KNOW-it	Define
Which part of the word <i>supremacy</i> means <i>state of</i> ?		Explain the meaning of the word <i>Axis</i> within the context of World War 2.	
Explain the meaning of the suffix <i>-ment</i> in the word <i>bombardment</i> .		True or false?  American <i>segregation</i> policies meant that black and white people had to be kept apart.	
Tick the suffix that means <i>relating to</i> .  <input type="checkbox"/> -ic  <input type="checkbox"/> -ary		Tick <b>one</b> . The word <i>incendiary</i> means:  <input type="checkbox"/> flying into another country's airspace.  <input type="checkbox"/> a bomb designed to start fires.	



Vocabulary Essentials: Pupil Organiser KS2



Study: Y6 How did conflict change our local area in World War 2?

Prior vocabulary knowledge	
Words I should know	Roots, prefixes, suffixes and spelling rules
allies, defeated, Luftwaffe, occupation	-ing, -tion, -al
T2 Multiple meaning or high frequency words	
KNOW	LINK
ANALYSE	Use and apply in a sentence

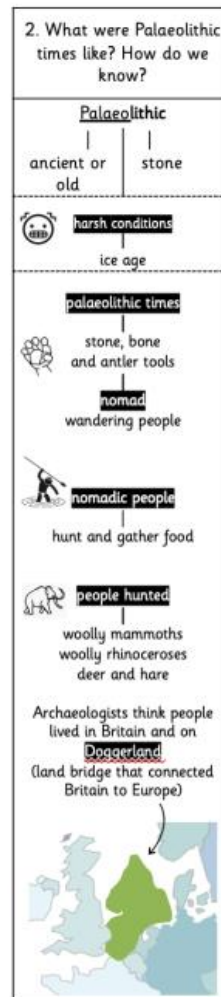


# 7. EQUALITY OF ACCESS AND EFFECTIVE SUPPORT FOR CHILDREN WITH SEND

Knowledge notes can be edited and adjusted for pupils with SEND.

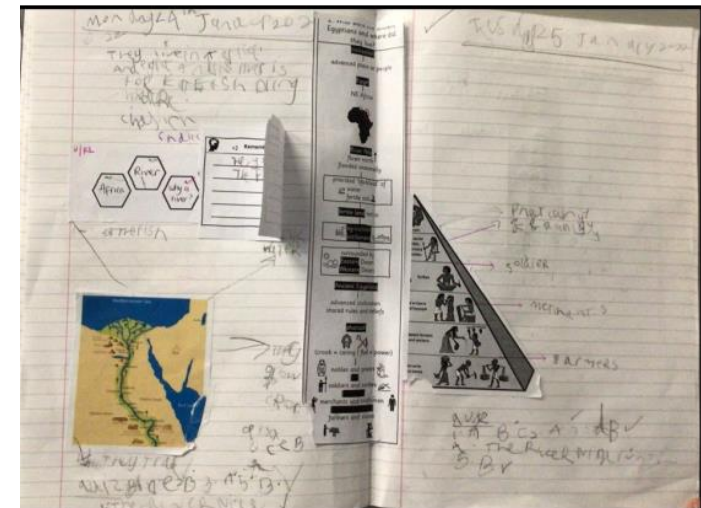


Edited and reasonable adjustment made, bespoke to the learner or learners →



Differentiation can include:

- Identifying alternative ways of recording
- Adapting to meet learners' needs
- Targeting additional input to lower attaining pupils and those with SEND
- Differentiating questions
- Setting clear objectives so that each child can understand them
- Make sure work is presented in small, achievable steps
- Chunk Knowledge Notes into manageable sections •
- Highlight key vocabulary
- Annotation
- Verbally share knowledge and understanding
- Rehearse orally allowing pupils to formulate and practice responses before recording them



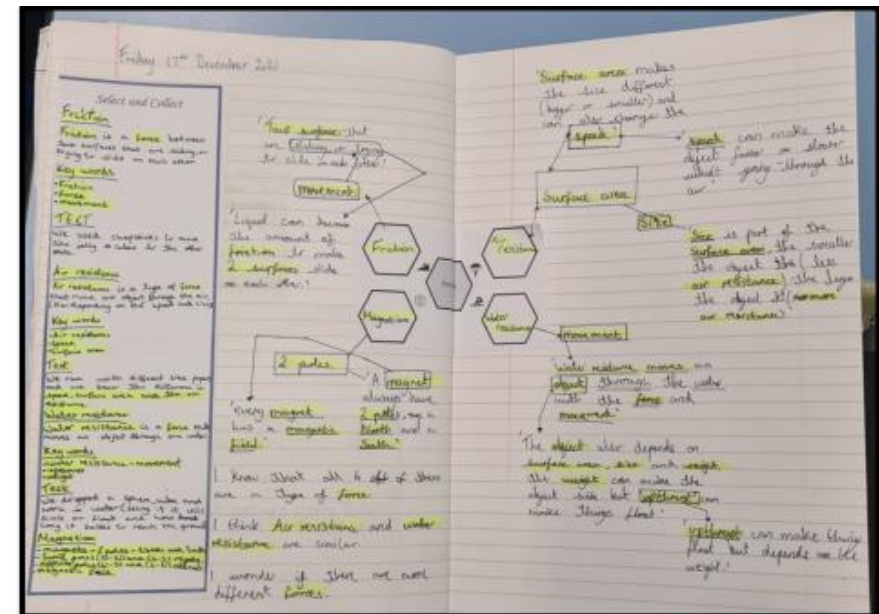
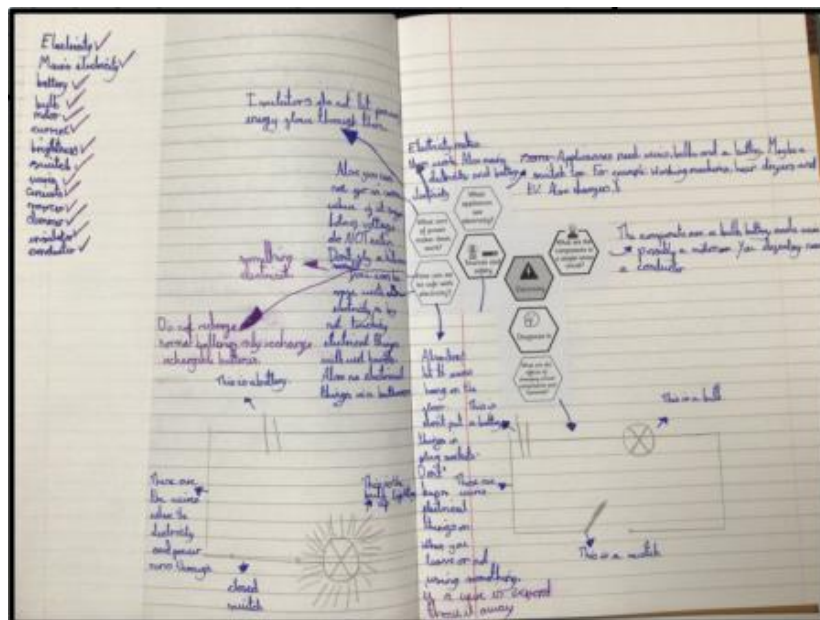
## 8. ANALYSING THE IMPACT OF OUR HISTORY CURRICULUM TO INCLUDE ASSESSMENT

Pupil book studies are carried out once every term. These are evidence-led evaluation of long-term learning through precise and structured conversations with children.

Pupil Book Study aims to help subject leaders and school leaders answer these three questions:

1. **What impact is your CURRICULUM having?** What effect is the curriculum architecture having?
2. **Does teaching support LONG-TERM LEARNING?** Is the evidence-led practice really being deployed at a classroom level, or is it superficial?
3. **Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY?** How impactful are tasks, and do they help pupils to think hard and generate learning?

Pupil book studies enable children to demonstrate what they have learnt and use new vocabulary associated with the topic being studied.



## 9. TEACHER CPD AND SUBJECT DEVELOPMENT PRIORITIES

- Staff complete a self-audit of how confident they were in teaching CUSP History and training requirements that they needed to be more effective.
- History books monitored each term to ensure there is consistency across year groups
- Lesson observations
- Teacher voice and discussions to highlight areas in need of further support
- Work alongside other subject leaders to ensure consistency across subjects and to share similar problems and solutions
- Birmingham Education Partnership peer review to be completed highlighting what is working well at Lozells and areas for improvement