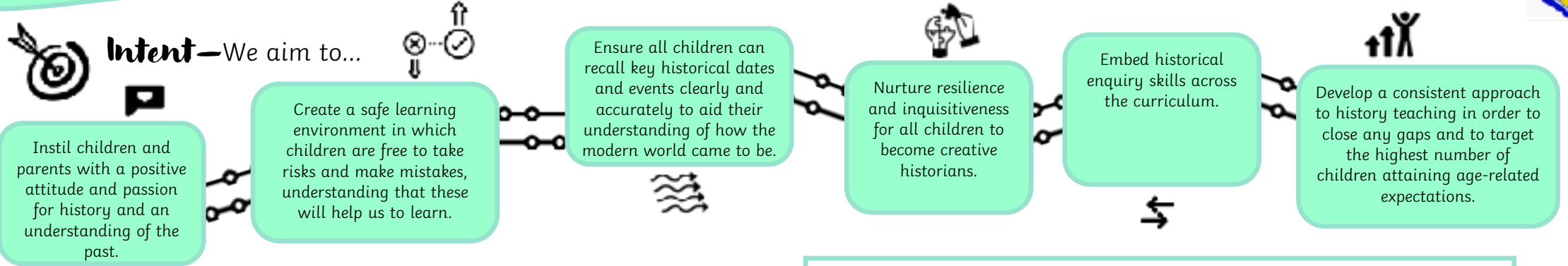




# Subject on a page: History

At Leverington, we believe history has a crucial role in our lives and a positive attitude towards the subject is essential for success.



## Implementation—How do we achieve our aims?

We hold the view that all pupils are able to achieve age-related expectations given adequate time and support to acquire “a deep, long-term, secure and adaptable understanding of” history. We actively encourage ongoing staff CPD and professional development through the use of the CUSP materials.

### Our approach

CUSP Curriculum



#### My Turn, Your Turn

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

This takes the form of ‘turns’ within lessons. The teacher ‘turn’ begins the session and covers the explicit knowledge and skills that the children need in order to be able that lessons learning question.

The next ‘turn’ is that of the children, as they have chance to apply the skill and/or knowledge in either a group or paired example.

This is followed by another teacher ‘turn’ to recap the concept and highlight any misconceptions before the children have their ‘turn’ at applying their skills and knowledge independently to answer the learning question.

#### The Learning Question

Each lesson is based on a learning question that frames the knowledge and understanding that is needed at each stage of the unit being taught. This learning question is supplied using “knowledge notes” that provide the children with important vocabulary, knowledge and facts that will help them to answer the learning question.

#### Vital Vocabulary

Vital vocabulary is topic specific language that is key to the children being able to understand the concept that they are being taught. A “Vital Vocab” sheet is distributed at the start of each unit and vocabulary is added to the sheet when it is covered within a lesson. This vocabulary is given a definition and can be referred to by the children at any time that they wish.

# Assessment Making History relevant

## Socrative Quizzes



At the end of most lessons Socrative quizzes are used to assess the learning that has taken place during the lesson. The results of these quizzes are distributed by the schools VLE Showbie and used by teachers to address the gaps that children may have in their learning.



For each "unit" of History learning there is a quiz that is set to run over the course of the lessons that are planned. Each lesson in the sequence has approximately 5 or 6 learning questions and these are revisited regularly to build on taught concepts.

## Raising the profile



All staff share a positive attitude towards history to instil a passion for learning in all pupils. Our school environment also reflects the passion and interest that we want our children to have. We have a bespoke timeline painted on to the corridors of our school to show British and World History events. This gives the children the opportunity to enhance their understanding of chronology and also to understand why certain events within history are important.

# Impact – How will we know we achieved our aims?

Learning environments will reflect the attitudes we have towards history as well as provide the resources children need to learn concepts.

Pupils' books will contain a range of activities to explore historical concepts in carefully planned learning sequences.

Pupils will be able to speak about their history work passionately and articulately to demonstrate their level of understanding.

Pupils will make connections between history and other subjects or their own lives. They will be able to discuss how what they are learning may impact on their future careers.

Through summative and formative assessment methods teachers will have a detailed and clear understanding of the children that are making expected progress, as well as those that may need more focussed intervention.