

HISTORY AT GLYNWOOD

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- History is taught in 3 units per a year group. Units span a half term and often alternates with Geography.
- Glynwood has visits and workshops provided by local historians and '*That history bloke*'.
- Each year group will have an educational visit to a historical site to enhance and support the children's learning and understanding.
- History work is displayed around the school to showcase the children's work.
- The prominent thread throughout our curriculum at Glynwood is **Invasion**. It is "thread" through Year 1 (Castles), Year 4 (The Romans), Year 5 (Anglo-Saxons and the Vikings) and Year 6 (World War II).
- **Empire** and **settlement** are smaller threads which are also intertwined throughout our curriculum. Empire is through Year 1 (Our Country), Year 4 (The Romans) and Year 6 (The British Empire). Settlement is through Year 3 (The Stone Age to Iron Age), Year 4 (The Romans) and Year 5 (The Anglo-Saxon and Vikings).

HISTORY SCHEME

- Glynwood's History scheme uses an enquiry-based learning approach to guide learners through a scaffolded process by using a sequence of lessons to allow children to build their knowledge in order to answer a key question.
- To allow our children to experience an ambitious, but balanced History curriculum, a key enquiry question for each unit has been carefully produced. This question should not be confusing or difficult for children to understand, but encourages a focus on a specific area in depth.
- The scheme provides a guide for teachers with an overview of units including the knowledge, skills and vocabulary required in guidance with the national curriculum to ensure a progression of skills across the years.
- Teachers are encouraged to use an order of teaching/sequence of lessons to allow children time to develop context and information before answering the key question. For example, teaching should start with an enquiry focused question at the beginning of each lesson to build skills and knowledge each week to be able to answer the key enquiry question for that unit.
- Teachers are encouraged to expose the children to a range of primary and secondary sources to help children's learning and understanding.
- Children should be encouraged to think as "historians" and be exposed to historical vocabulary to develop their communication skills.
- History books are used throughout the year to showcase children's work.

ASSESSMENT

- History assessment should only be used as **advice and guidance for improvement**.
- Teachers should assess the children's work and complete a termly assessment (in assessment folder) against the unit's key enquiry question, skills and knowledge.
- Teachers could give feedback orally and in written form in the children's History books.
- Children should evaluate their own work and be able to discuss it comfortably with others.
- Progression should be discussed with children so they can see how much they have improved.

RESOURCES

- Primary and secondary sources should be used where possible (see historical sources of evidence for ideas).
- Training sessions should be available by local authority and outside agencies.
- A box of materials/sources (unit dependent) is available to staff and children to access.
- A timeline of key history events should be on display in each classroom to help children's understanding.