





<p>Intent</p> <p>All classes have a History themed project. Within the discoverer topics, children will have the opportunity to:</p> <ul style="list-style-type: none"> - Identify questions to answer and problems to solve - Plan and research - Analyse and evaluate - Show empathy - Show a commitment to justice - Explore issues, events and problems from different perspectives - Support conclusions using reasoned arguments and evidence - Communicate learning in different ways. 	<p style="text-align: center;">Fritchley CofE (Aided) Primary and Nursery School</p> <div style="text-align: center;">  </div> <p style="text-align: center;">History We are Discoverers</p>	<p>Implementation</p> <ul style="list-style-type: none"> - Pre- unit assessments allow for teachers to assess the knowledge of the children to adapt the lesson sequence as necessary. - Each session begins with a 'sticky knowledge' recall building within the unit including chronology. - Lessons are sequenced to embed substantive knowledge before exploring disciplinary questions. - Golden threads are explicitly taught in each topic enabling children to link key areas through time.
<p>Curriculum</p> <p>Structured through a two-year rolling program for each class meeting criteria for The Statutory Framework for the Early Years Foundation Stage and The National Curriculum</p> <p>EYFS: Understanding the World: People and communities, The world and Technology.</p> <p>Key Stage 1: Why is the Great Fire of London significant? What does it mean to be British? Changes in living memory and significant individuals. Local study.</p> <p>Lower Key Stage 2: Would life be simpler if you could take something and not feel guilty? Romans, Anglo Saxons and Vikings Do inventions and discoveries make life better? Stone Age to Iron Age</p> <p>Upper Key Stage Two: Were ancient civilisations the same? Ancient Egypt and Maya focus. How did the Tudors change the face of Great Britain? Local study How did the Ancient Greeks influence art?</p>		
<p>SEND</p> <p>Pupils with a high level of special needs receive individual provision, set out in a personalised provision map. Their needs have been thoroughly discussed and agreed with the SENDCo.</p> <p>Generally, children in this scenario do not complete different activities but are supported to memorise and investigate with their peers.</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - Memorising is key, giving children the basis to enquire. - Chronology is the backbone linking different periods. Children develop a mental timeline including when periods overlap. - Vocabulary is built up, embedded and used. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> - Understanding the work of historians, anthropologists, archaeologists. - Knowing the difference between palaeontology, anthropology and archaeology. - Using primary and secondary sources and knowing the difference between the two. - Understanding how modern perceptions can alter our view of history.
<p>Golden Threads</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  Legacy </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  Invention </div> <div style="display: flex; align-items: center;">  Religion </div> </div>	<p>Reading</p> <p>Each topic is linked to the English focus in each class. A wide range of fiction and non-fiction books are provided in class for children to be able to deepen their knowledge and understanding and peek their curiosity.</p>	<p>Assessment</p> <ul style="list-style-type: none"> - Each unit begins with a pre-unit assessment and lessons are developed and sequenced according to the needs of the children. - A post-unit summative assessment then concluded the unit. - Data is passed on to the next teacher to ensure any gaps are filled and teachers are aware of children exceeding expectations for their age.