

Subject Overview – 2022/23 – Layton Primary School

At Layton, we believe that learning takes place over time, resulting in a change in long term memory from Unconsciously incompetent to Unconsciously competent, and involves forgetting, revising, consolidating, extending and applying knowledge in a variety of contexts. To do this, children need to think deeply and critically about subject matter and engage with difficult concepts. Learning is, and should be, hard.

Impact

Children are able to use learning to compare and contrast different societies and eras through knowledge of categories

Children can both recall basic facts and apply these to think critically

Implementation

'Critical question' per week

Open-ended questions which require justification and explanation

Continuous progression in skills and knowledge over time

Clear evidence of progression within both categories and concepts over time throughout a child's learning journey

Summative assessment once per term

Cultural capital - museum, art gallery etc. visits

History 'Reading spine'

Local history visits

Children can think critically about the reliability and validity of different sources and select them appropriately

Variety of sources used and analysed

Committed history leaders maintain development/support teachers

Knowledge of concepts and categories rather than 'topics'/eras

Children can apply historical knowledge to local area and apply to daily lives

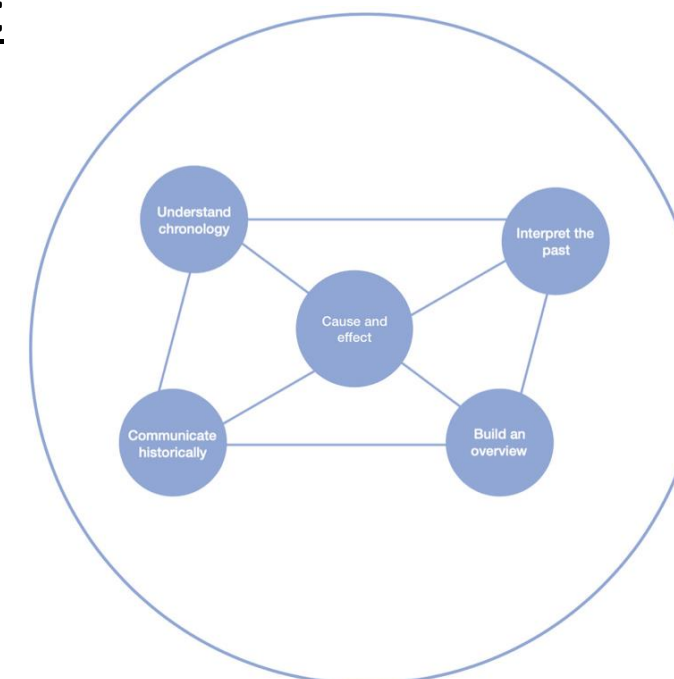
Historical skills and enquiry work can be applied across the curriculum

Intent

History

To develop children at Layton into historians, create a love of history and build historical knowledge by developing an understanding of, and thinking critically about, humanity and human culture throughout time.

This will be instilled through an embedding of technical vocabulary, categories and concepts rather than time periods, in order to build a schema.



Spaced-learning/retrieval quizzes

Learning of substantive knowledge before application

Tier-three vocabulary from both staff and pupils - oral and in books

Detailed overviews, which include concepts, categories and tier three vocabulary

All above evidenced through child interviews, book looks, walkthroughs, summative assessment etc.

Children can think critically about current events, having applied their historical knowledge /skills