Teaching and Learning Strategy for History (KS2)

At North Cerney, one of the values underpinning our school vision is **curiosity**. This is central to history, where we aim to develop curious, reflective learners who ask thoughtful questions about the past and seek to understand how it shapes the world we live in today. Through history, pupils learn to enquire, interpret evidence, and develop a sense of chronology, while building an understanding of people, events and changes over time.

We teach specific historical knowledge alongside key disciplinary skills, enabling pupils to think and work as historians. We aim to develop pupils' understanding of the diversity of past societies, the causes and consequences of events, and the ways in which history can be interpreted differently.

Planning

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Our history curriculum is planned on a 2 –year rolling cycle at KS1 and a 4-year rolling cycle at KS2, ensuring full coverage of the National Curriculum. Historical topics are revisited and built upon as pupils move through Key Stage 2, allowing knowledge and skills to deepen over time.

Units are planned to ensure:

- Clear chronological understanding
- Progression in historical enquiry skills
- Explicit teaching of historical vocabulary and concepts

Knowledge organisers identify the key knowledge, concepts, vocabulary and skills for each unit. A progression of skills document supports teachers in planning appropriate challenge and ensuring continuity and development across year groups.

Teaching Expectations

Over a unit of work:

- Lessons should be planned in a coherent sequence, linked clearly to the unit's historical enquiry question(s).
- History should be taught regularly (at least weekly or as part of a blocked unit).
- Each unit should include both substantive knowledge (facts, events, people) and disciplinary knowledge (historical skills).
- Pupils should have opportunities to:
    - Develop chronological understanding
    - Ask and answer historical questions
    - Use and evaluate historical sources
    - Understand cause, consequence, similarity, difference and significance
- Links between different historical periods and themes should be highlighted.
- Cross-curricular links (e.g. geography, literacy, art) should be made where appropriate.
- A knowledge organiser should be stuck into pupils' books and key vocabulary displayed in learning spaces where possible.
- Teachers should assess pupil learning at the end of each unit, recording outcomes on SONAR and assessing against ARE.

History Lessons

Each lesson should:

- Begin with retrieval of prior learning, including reference to the knowledge organiser.
- Have a clear learning objective and success criteria.
- Include opportunities for discussion, questioning and reflection.
- Encourage pupils to analyse and interpret historical sources (e.g. images, artefacts, texts).
- Be recorded neatly in books, with dates and titles.
- Be marked with clear feedback, identifying misconceptions, next steps and opportunities for pupils to improve or respond.

Pupils should be encouraged to:

- Ask historically relevant questions
- Justify opinions using evidence
- Reflect on how their understanding has changed

How We Help Pupils Retain Knowledge Over Time

To support long-term retention in history:

- A long-term curriculum overview identifies progression in key themes (e.g. power, settlement, invasion, civilisation).
- Each unit begins with a recap of expected prior knowledge, often through quizzes or discussion.
- Knowledge organisers are used consistently in lessons and at home to reinforce key facts and vocabulary.
- Each lesson includes a retrieval activity (quiz, image analysis, timeline task, discussion question).
- Links are made between historical periods and previously studied units to strengthen understanding.
- Mini no-stakes quizzes throughout units support recall.
- End-of-unit assessments encourage pupils to recall and apply knowledge.
- Spaced retrieval of previous topics throughout the year supports embedding knowledge into long-term memory.

How Are Pupils Supported and Challenged in History?

Challenge for High Attaining Pupils (HAPs)

Although assessment is against age-related expectations, we recognise that some pupils can engage with history at a deeper level. To support these pupils, we:

- Use targeted questioning to deepen historical thinking.
- Encourage pupils to explain interpretations and justify viewpoints using evidence.
- Provide open-ended enquiry questions and problem-solving scenarios.
- Encourage pupils to consider multiple perspectives.
- Promote the use of precise and ambitious historical vocabulary.
- Support independent research and extended writing opportunities.

Adapting Learning in History

Some pupils will require adaptations to access learning fully. These may include:

- Sentence stems and writing frames
- Simplified or chunked sources
- Pre-highlighted or pre-selected evidence
- Visual timelines and diagrams
- Cut-and-stick activities
- Scribing or adult support
- Pre-teaching of vocabulary and concepts

Oracy

Teachers explicitly model correct historical vocabulary and language. Oracy is promoted through:

- Discussion of enquiry questions and historical dilemmas
- Partner and group talk
- Structured debate and justification of opinions
- Techniques such as *"say it again better"* to improve clarity and precision of responses

Assessment

- Mini no-stakes quizzes throughout units support ongoing assessment.
- Teachers assess pupils' historical skills through:
    - Discussion and questioning
    - Source work
    - Written outcomes
- End-of-unit assessments in KS2 assess key knowledge and understanding, with outcomes recorded on SONAR.