



# IMPLEMENTATION

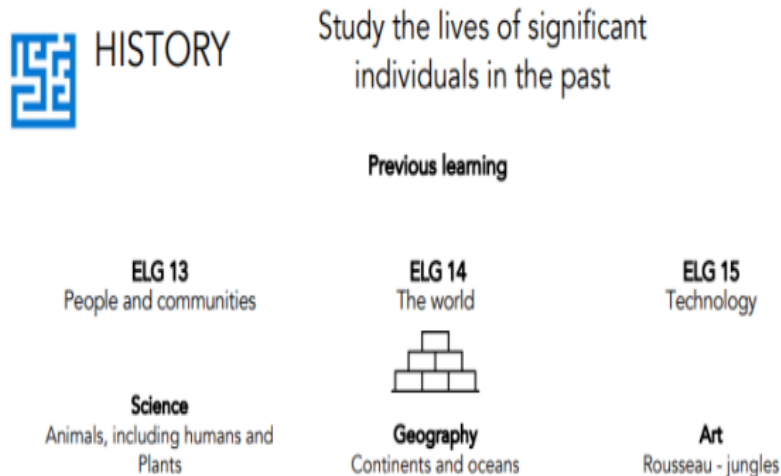
A Year 5 pupil compares  
his own childhood experiences  
of writing with using an with  
quill and ink during our  
Evolution of Childhood Study.



## History – Implementation

### Modular Approach – Knowledge

At Beckstone Primary, History is taught across each year group in modules that enable pupils to study in depth key historical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge and events. Modules are revisited as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information. History is studied chronologically and comparisons are made between different time periods and cultures including linking to other subject areas such as Geography and Design & Technology.



Linking to previous learning and across subjects – EYFS to Year 1



Linking to previous learning Year 3-4 in Year 5



# History – Implementation

## Cumulative Quizzing (Supporting Cognitive Load)

We use quizzing as a strategy to establish prior knowledge and understanding of the module content. Throughout each module pupils continually revisit previous content to reinforce key knowledge and vocabulary.

This approach allows pupils to utilise effective cognitive load and ensure retention.

## Planning

All modules have a sequenced overview outlining the recommended number of sessions, key concepts, knowledge and vocabulary to be taught. Teachers use this overview to plan individual sessions approximately 45-50 minutes in length. All planning is produced using a template which incorporates cooperative learning techniques, key vocabulary, core concepts and scaffolding activities to enable all teaching staff to effectively plan and support the needs of all pupils in the classroom.



Subject summary: Maya civilisation

Suggested lesson	Learning question	Cumulative questions from quiz					
1	Where did the Maya live?	1-5					
2	What were the significant events in the Maya's history?		6-9				
3	What were Mayan city-states like?			10-12 13-15			
4	City-state study – Tik'al, Palenque or Chichen Itza						

Example of module sequence and overview

## Planning

All modules have a sequenced overview outlining the recommended number of sessions, key concepts, knowledge and vocabulary to be taught. Teachers use this overview to plan individual sessions approximately 45-50 minutes in length. Planning is produced using our planning template which incorporates cooperative learning techniques, key vocabulary and core concepts.

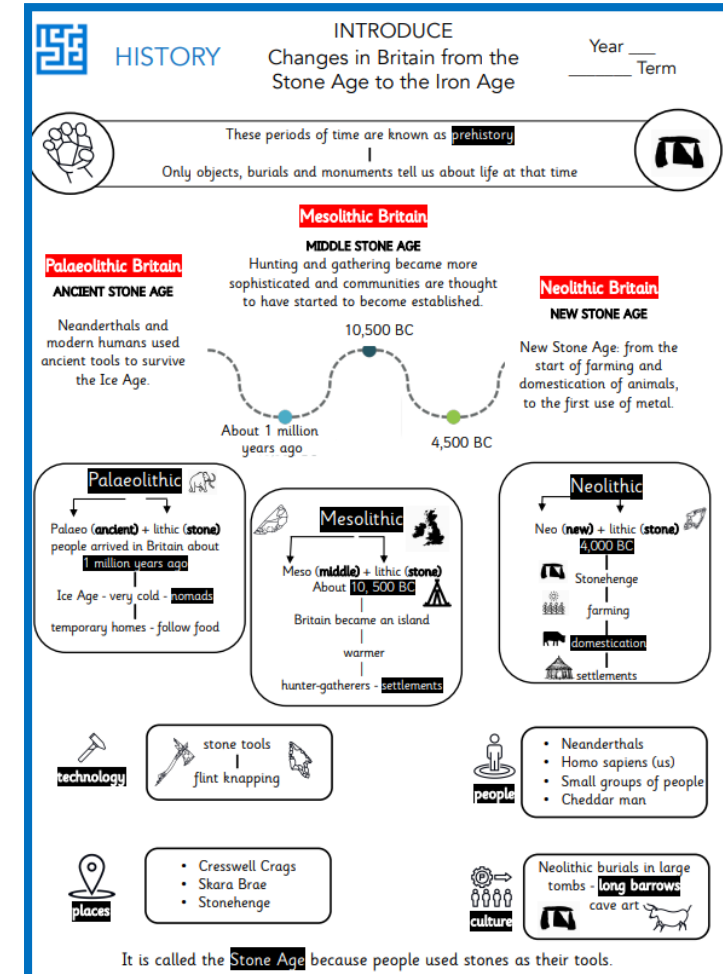
## Knowledge Organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative.

Each Knowledge Note begins with questions that link back to the cumulative quizzing, focusing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

Knowledge Organisers and Knowledge notes are referenced throughout each module and copies of the Knowledge Organiser are sent home to families to support with home learning.

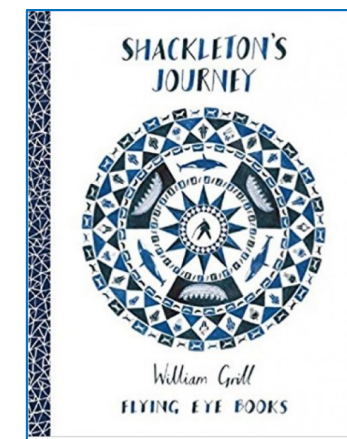
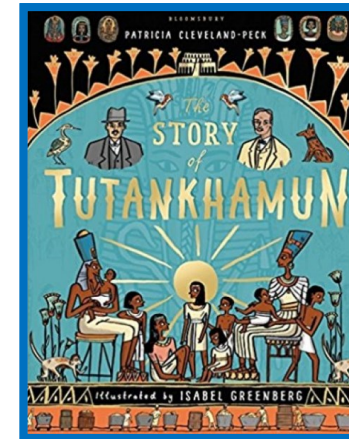
In addition, pupils can access at home key learning platforms that are used in school e.g. Curriculum Visions.





## History and Literacy Reading

In our History curriculum we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information from a range of sources. Teachers model reading historical texts and pupils spend time partner reading or reading independently to acquire knowledge or deepen their understanding. We also read historical texts as part of our Literary Curriculum where our reading gives us models and ideas for writing.

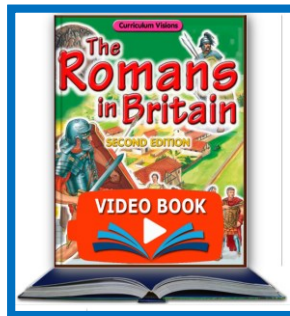
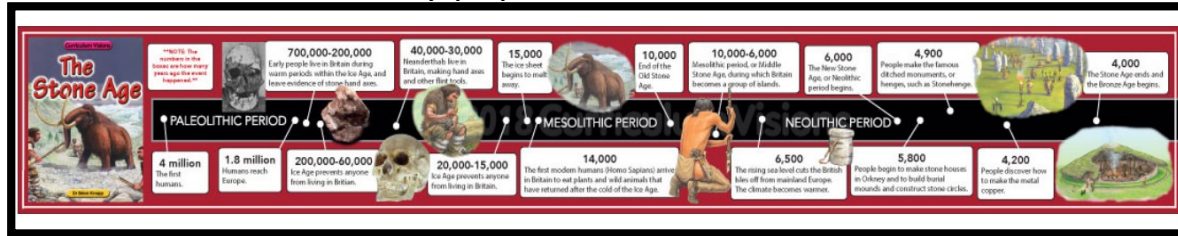


## Vocabulary and Oracy

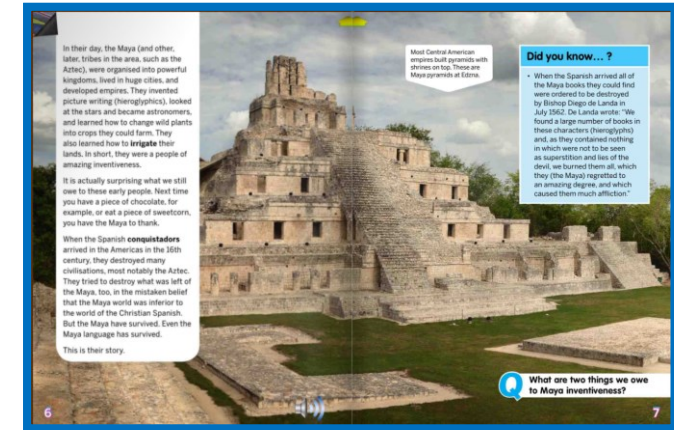
Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module and pupils are encouraged to develop their own 'Vital Vocabulary' lists along with dual coding to expand their history vocabulary repertoire. When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating the key subject vocabulary. Pupils are supported to develop their oracy skills across the school using sentence stems, talk tokens and strategies we explored as part of our Voice 21 Oracy project.

## Resources

All History modules are underpinned by high quality texts which support wider curriculum reading. Unity Schools Partnership are working closely with Curriculum Visions to ensure our subject content has supporting materials which can be accessed by pupils in school and at home.



## Curriculum Visions Online books and interactive resources.



As well as our own school resources, Cumbria Library Services topic boxes and online resources, we also access, where possible local organisations and museums to enable children to broaden their historical understanding and curiosity through educational visits e.g. Tullie House, Helena Thompson Museum, Curwen Hall, Dove Cottage and Edinburgh Castle.