



TPAT History Curriculum	
 Scope - National Curriculum coverage - Deliberate decisions made about what is taught when, building from EYFS with key strands identified - disciplinary threads as identified by National Curriculum (e.g. significance, cause and consequence etc) -substantive threads as identified by the school (e.g. Monarchy, Invasion etc)	 Components- content and skills to be taught - Key knowledge is identified, showing progression from EYFS to Year 6 - Disciplinary skills are explicitly taught, showing progression linked to the substantive knowledge - Significant historical people are deliberately chosen to narrate the curriculum, showing diversity and inclusion - Vocabulary is deliberately mapped out showing progression, building on year on year
Lesson sequencing	
- Each unit is broken down into individual 5-7 lessons which show how the lessons are sequenced, building on each other - Lessons to either have a Learning Objective (or WALT) or could be answering an enquiry question	- Children will have access to texts which match their ability to support history learning and learning about historians - History books are focused on showing progression of both substantive and disciplinary strands - Historical interpretation of sources to be explicitly evidenced in history books
Retrieval	Enrichment
- Planned and systematic opportunities for prior learning to be retrieval – from previous units of learning - Opportunities for prior learning to be retrieval – from previous lessons, within the lesson design - Use of Socrative used in Y5/6 (at least) for both assessments and retrieval practice	- Education visits and visitors mapped into the curriculum to museums to enhance historical understanding - both National Curriculum and local history. - Secondary links are established for support in resources and tools, expertise and Y6/7 transition.
CPD	SEND Adaptations
- Evidence of CPD undertaken by lead. - Attendance at TPAT History Forum. - Evidence of CPD provided for staff.	- Identify where barriers to learning are in the sequence of learning for specific adaptations for the 4 area of need - SEND Adaptations made for children who may find recording challenging, including use of technology - SEND Adaptations specifically for history e.g. for children who find chronology and ordering events challenging
Monitoring	Assessment
- Monitoring schedule in place for history - Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted - There is evidence of children showing knowledge and understanding in books, floor books or on a technology platform - Children can talk about historians and the discipline of history. - Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the end points / knowledge organisers	- Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding - End of unit assessment appropriate to the learning / subject - Assessment strategy in place for history clear to staff and children
Impact	
- The intended history curriculum is enacted - Children have developed a love of history and can talk about the past enthusiastically, making links to different eras - Children's understanding of how history impacts the wider world is enhanced and children can talk about possible careers in the history industry - Children are developing cultural capital by increased knowledge of artists and artistic movements in history - Children are knowing more, understanding more and doing more aligned to end points decided on by school - The history curriculum is accessible to all children - Children can interpret historical sources, using their knowledge of historic events, as well as questioning techniques and historical curiosity - Children understand the impact of the past on the future, understanding how to interest sources and what history does, and doesn't tell you	



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