Ashwood Spencer Academy

Why is History important at Ashwood?

History inspires pupils' curiosity to know more about the past, develop perspective and judgement to understand people's lives and process of change.

The DREAM is for children to be inspired and become historians and explorers and for all children to become lovers of History.

We want Ashwood children to have a thirst for learning about the past and to use this knowledge to shape their future.

Planning:

This subject will ensure children are exposed to experiential learning within a range of contexts such as; Creative Curriculum, visitors, trips, outdoor learning and exploring the local environment.
The skills and knowledge of History will be embedded throughout the Creative Curriculum conceptual approaches. History often link with English, maths and other curriculum areas.

Our holistic, knowledge and skills based curriculum has been mapped out to ensure that History is taught chronologically throughout a child's time at Ashwood. Teachers explicitly make links to previous Historical learning within and across year groups. Teachers purposefully teach new vocabulary which builds on the previous year group and is matched by a shared definition and image.

Pupil Voice:

Each term, a pupil voice questionnaire will be held. Each year group are to be asked questions related to the subjects and they will identify WWW and EBI for the term. These questionnaires will permit the children to have a say in the curriculum!

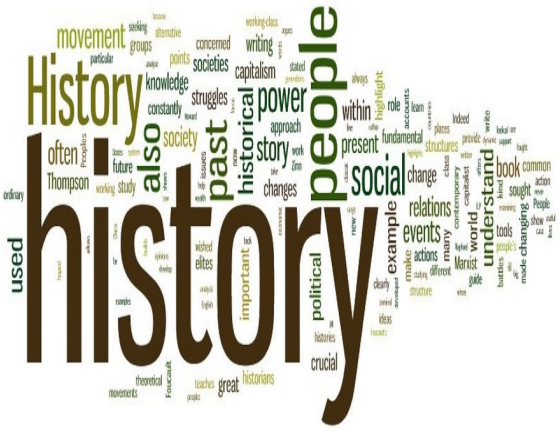
As well as this, the pupils will be asked to do a 'knowledge dump' this will assess how much the children are remembering and which lesson formats are having the most impact on memory.

History 'The Ashwood Approach'

Assessment:

At the end of each term, Ashwood teachers assess the children's ability in History. This allows the staff to see which children are beginning, developing and secure in their abilities. This information is then accessible on Google Drive.

When History is taught within a half-term, children have the opportunity to (with guidance) decide which knowledge they think ought to be 'sticky' and display this at the back of their book.



Linking our learning

Every half term, each year group has the opportunity to study in depth a book which links to the conceptual lenses. This allows teachers to plan in , meaningful historical links to the wider curriculum. There is a lot of focus on progression of skills throughout the whole school and staff plan in accordance with prior knowledge and skills and learning of new skills.

Enrichment Opportunities

Through opportunities such as; trips and visitors, children have first hand experiences that encourages reflection about experiences to develop new skills, new attitudes , or new ways of thinking.