



Archbishop Cranmer CE Primary Academy's History



<p>Pedagogical Approach and Strategies</p>	<ul style="list-style-type: none"> • At Archbishop Cranmer, History is taught through termly topics designed to inspire curiosity about the past and how it has shaped the world in which we live today. • Immersive activities and historical enquiry enables our pupils to think like historians, and our curriculum is carefully planned to ensure historical knowledge is taught alongside the development of subject specific skills including chronology; interpretations of evidence, changes within a time and across time periods, and cause and consequence. • Our intent is for our pupils to be able to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. • Pupils consider how the past influences the present, what past societies and cultures were like and how these have influenced future decisions and the world we live in today. As they do this, they develop a chronological framework for their knowledge of significant events and people. • History is taught through cross-curricular termly topics which are broad, challenging and inspiring. These topics deliver the content of the National Curriculum with meaningful context, links to other subjects and our local context, where possible. • Through teaching these objectives within these contexts, children develop a deeper understanding of the key skills, making links and connections.
<p>Environment</p>	<ul style="list-style-type: none"> • Creative and engaging topic areas in all classrooms including children's work • Access to free reading books (for pleasure) in every classroom and in the library which link to topics • Word rich environments – vocab/language displayed around the school/classrooms • Creative homework displayed in classrooms and around school • Good range of different reading materials available, including audio books
<p>Assessment</p>	<ul style="list-style-type: none"> • Teachers use a diagnostic assessment to address learning gaps • Each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment. • Opportunities to reflect on pupils' thinking, strengths, and weaknesses. • Indicate areas for development with individual pupils or across classes and year groups. • Teachers know why they are conducting assessments: what information and what is the use of this information



	<ul style="list-style-type: none">• Ongoing teacher assessments are well structured, impactful and acted upon• Learning walks, moderations, observations• Yearly governor visits to monitor reading teaching and talk with the children• Target teaching and support by accurately assessing pupils' needs.
Timetabling	<ul style="list-style-type: none">• Weekly lessons which cover the year group's objectives and build on prior learning• Cross-curricular links such as whole class books which link to the current topic• Residential trips• Termly creative curriculum homework
Interventions and provision for vulnerable groups inc. EAL	<ul style="list-style-type: none">• Small group interventions – bottom 20% teacher support.• Focus Group sessions to ensure 'keep up' not 'catch up'• Say Hi Translate App available so all children can access the full curriculum at their level• Use high quality structured interventions for those pupils who are WTS/B• Use of visuals to ensure all children can access the necessary vocabulary (e.g. word banks with images)
Staff CPD and induction	<ul style="list-style-type: none">• Termly staff meetings to disseminate training and practice• History lead attends History Networks and feed back to staff• CDP courses throughout the year accessible to all• Shared PPA used to feedback and set new learning• Subject Facilitator meetings across the MAT• CPD training for staff – History Lead attended 'mocksteds' across the MAT• ECTs and new staff including teachers in the MAT observe demo lessons
Language	<ul style="list-style-type: none">• Reciprocal reading used to enhance children's understanding of words and how to structure sentences• New words drawn out through topic work and class books• Rich vocabulary through quality texts• Language rich environments• Key words / word banks accessible for all• Shared/guided writing used to develop use of more complex language• Themed days/weeks



History Community	<ul style="list-style-type: none">• Parent museums to show creative homework and termly learning• External providers e.g. Partake Theatre• Trips e.g. parliament• Class assemblies• Using local facilitators• Our Futures• Ancestral projects e.g. artefacts and family trees• Using local church and village to show local context• Tapping into local community to share local context
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