History on a Page

Alfreton Park

History Non-Negotiables

Concepts

At **Alfreton Park School**, the teaching and learning of history focuses on enabling children to think as historians.

We have created a well-sequenced and progressive curriculum map, informed by research, containing the key concepts children need to be procedurally fluent in, to work and think like historians.

The key concepts in history we plan progression for are:

- Historical interpretation
- Knowledge and understanding of events, people and changes in the past
- Chronological understanding
- Historical understanding

Bringing History to Life

At **Alfreton Park School** children find out about the past through a range of sources: using primary and secondary materials, handling artefacts, making use of the local area, and visiting museums and sites of historical significance.

We develop children's understanding and skills in looking at and interpreting evidence, recognising that the past can be represented in different ways. Children are taught skills of research, note taking, and presenting findings in a variety of ways (written, oral, pictorial, and using ICT).

At **Alfreton Park School**, teaching involves a mix of whole-class, group, and individual work. Learning is hands-on and enquiry-based, encouraging active participation. History is celebrated through displays, assemblies, and themed events such as History Week.

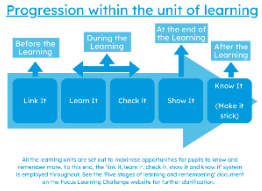
Book Expectations

- All Formal pupils have a History book. All books must be labelled using the labels given to classes at the start of the year.
- Each piece of work must include a date and LO.
- Fieldwork in the local area and, where appropriate, visits to contrasting locations and evidenced, when possible, at least once a term.

Assessment

Assessment follows the school's policy. Teachers assess children's progress at the end of each unit against key concepts and year-group expectations on the curriculum map. Monitoring includes:

- Lesson observations.
- Book scrutiny.
- Learning Walks
- Discussions with staff and pupils.
- Review of planning and displays.

The Learning Challenge Curriculum L C C	The Learning Challenge curriculum that has been adapted for our learners and emphasises the development of key geographical concepts: **Geographical enquiry** **Locational knowledge** **Geographical skills and fieldwork** **Human and physical geography** **Place knowledge** These concepts are revisited and built upon at different levels of complexity, allowing pupils to make progress at their own pace.
Five Stages of Learning 	**Link It** Learners connect new learning to what they already know. It helps them recall prior knowledge, make links, and understand why the new topic is important. **Learn It** Learners are introduced to new knowledge or skills. This might be through teaching, discussion, videos, reading, or practical activities. **Check It** Learners assess their understanding by answering questions, completing tasks, or getting feedback. This helps identify any gaps or misconceptions. **Show It** Learners demonstrate what they have learned. They might do this through projects, presentations, written work, or practical outcomes. **Know It** This final stage focuses on remembering and applying the learning independently over time. It ensures knowledge is embedded and can be used confidently in different contexts.

- Quality First Teaching
- Symbols/Makaton/keywords
- My Turn Your Turn
- Multi-sensory approach
- Tangible resources
- Positive Praise
- Consistent Routines
- Multi-sensory opportunities.

Cognition and Learning	Communication and Interaction
SEMH	Physical and Sensory