

## *History in St Austin's*

### *Impact*

The progressive model of St Austin's history curriculum offers high quality and well sequenced lessons. We believe that the rigour of our curriculum should also be matched with enjoyment in learning.

Progression is built around key knowledge, understanding and skills within history. Enrichment opportunities are used as a tool to understand the content of history learning and to recall understanding, alongside National Curriculum requirements.

In our school, history teaching reflects a spirit of enquiry and enquiry based learning activities are prominent in history lessons. Children learn to ask and answer questions about History.

There is a strong focus on the provision of evidence and pupils learn to think critically, ask perceptive questions and evaluate historical sources.

Through good historical questioning we observe pupils gaining a coherent knowledge and understanding of Britain's past and that of wider world civilisations.

Formative assessment is a crucial element in our pupils' history learning journey. Teachers employ a range of formative assessment opportunities such as starter questions, low stake quizzes, peer interviews.

Informal assessment of children's understanding of specific vocabulary before and after the unit is taught shows progression in their use and understanding of Historical terms and concepts.

Pupil voice interviews provide not only the opportunity to assess knowledge gained but also gauge pupils' enjoyment in history learning.

Moderation and scrutiny of pupil books show progress in knowledge and skills. Using end of unit assessment tasks across year groups shows depth of understanding and links across history skills – 1 per unit.

Good practice is shared in staff meetings.

Written work is marked in accordance with the schools marking policy and teachers input data on Target Tracker, our school assessment system.