**History Curriculum recovery – 2021/22**

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History topics as Ashfield are taught on a two year cycle in each phase. Last year, autumn and summer term history topics were taught as planned. Classes cover 2 – 3 history topics each year which enabled most to be covered in the classroom last year. However, in Key Stage 2, two spring term topics were covered remotely and understanding and retention will vary between and within classes. Key topics including The Romans and a local history study of Otley were missed.

Going forward, historical knowledge and understanding will be supported with the use of a whole school timeline. This will scaffold students’ chronological understanding of history and help them to make connections between different periods in time. The timeline will be revisited at the start of every new history topic to allow the placement of the new period in relation to others previously taught, illustrating the learning journey in a visual way.

Where topics have been missed, opportunities should be taken to ensure key tier 3 vocabulary, critical to future learning in history are absorbed into future topics. The history lead has compiled a list of subject specific tier 3 words to be used and taught in each phase. These are cumulative and ensure students are able to engage with increasingly challenging content in the future. Other opportunities to explore topic specific learning, such as Roman Numerals and the history of Otley’s River Wharfe will be absorbed into other subjects and topics, in this case Maths and the Year 6 Rivers topic, respectively.

Period specific knowledge should be revisited regularly to interrupt the process of forgetting knowledge. This is encouraged through the use of ‘Do nows’and low-stakes quizzing at the start of lessons. These give students the chance to retrieve knowledge previously taught or, where knowledge is not secure due to absences or home learning coverage, to provide an opportunity to engage with content in the class environment. This retrieval practice gives students the chance to move learning from short term to long term memory. The history lead has provided examples of ‘Do nows’for each phase which can be added to by teachers. Teacher are encouraged to use examples within and between topics, as well as across year groups.