

Bilton Grange Provision Map

Subject: History

	EYFS	Year 1/2	Year 3/4	Year 5/6
Planning- What does planning look like in each key stage?	<p>EYFS Curriculum - LTP-MTP-STP (Provision planning).</p> <p>Provision planning highlights learning challenges and specific vocabulary taught.</p>	<p>NC – LTP – MTP – STP</p> <p>Curriculum grids / learning challenges / knowledge sentences / Vocab / learning slips / recall opportunities / both substantive and disciplinary.</p>	<p>NC – LTP – MTP – STP</p> <p>Curriculum grids / learning challenges / knowledge sentences / Vocab / learning slips / recall opportunities / both substantive and disciplinary.</p>	<p>NC – LTP – MTP – STP</p> <p>Curriculum grids / learning challenges / knowledge sentences / Vocab / learning slips / recall opportunities / both substantive and disciplinary.</p>
Teaching- What does a typical lesson and block look like?	<p>Blocked</p> <p>Strong links to PSED in relation to our families and UW specifically changes over time.</p> <p>Activities are planned throughout provision and all children complete a task relating to a specific area.</p>	<p>Blocked</p> <p>Cross curric links with Geography/ art/ english</p> <ol style="list-style-type: none"> 1. Chronology 2. Knowledge, interpretation and historical enquiry <p>Opportunities for independent, paired and group work.</p> <p>Repetition of key facts / learning sentences to over-learn and help to remember.</p>	<p>Blocked</p> <p>Cross curric links with Geography/ art/ english</p> <ol style="list-style-type: none"> 3. Chronology 4. Knowledge, interpretation and historical enquiry <p>Opportunities for independent, paired and group work.</p> <p>Repetition of key facts / learning sentences to over-learn and help to remember.</p>	<p>Blocked</p> <p>Strong links with Geography</p> <ol style="list-style-type: none"> 5. Chronology 6. Knowledge, interpretation and historical enquiry <p>Opportunities for independent, paired and group work.</p> <p>Repetition of key facts / learning sentences to over-learn and help to remember.</p>

<p>Assessment-</p> <p>How are children assessed (formatively/summatively) in each key stage?</p>	<p>Recall, remember and reflect sessions give the children time to forget and remember and compare.</p> <p>Formative assessment throughout.</p> <p>Summative End of term assessment on scholar pack - UW</p>	<p>Pre learning. Recalls at 2,6,12.</p> <p>Formative assessment throughout.</p> <p>End of unit assessment (grids).</p>	<p>Pre learning. Recalls at 2,6,12.</p> <p>Formative assessment throughout.</p> <p>End of unit assessment (grids).</p>	<p>Pre learning. Recalls at 2,6,12.</p> <p>Formative assessment throughout.</p> <p>End of unit assessment (grids).</p>
<p>Cross-Curricular</p> <p>What links are made between subjects?</p>	<p>PSED, C&L, Literacy, UW, EAD.</p>	<p>Geography, Art, Music, English.</p>	<p>Geography, Art, Music, English.</p>	<p>Geography, Art, Music, English.</p>
<p>Extra-Curricular</p> <p>What provision is planned for each key stage?</p>	<p>Trip to the Mercer Art Gallery and the Pump Rooms Museum.</p>	<p>Dinosaur visit</p>	<p>Trips to museums (Durham Oriental Museum)</p>	<p>Trips to historical sites and museums (Danelaw, Roman Fort, Eden Camp, Brimham rocks)</p>
<p>Experiences (Trips/Visitors)</p> <p>What trips/visitors are planned for each key stage?</p>	<p>Parents/family members are invited into school as part of workshop.</p> <p>Visitors – Dinosaurs</p>	<p>Dinosaur day</p>	<p>Visit from Stone-age man</p> <p>Egyptian day</p>	<p>Living history days (Henry VIII in school – Danelaw out of school)</p>