

# History at St Monica's School



## History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.... history helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. *National Curriculum 2014*

### During Foundation Stage at St Monica's School

Pupils will:

- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

*EYFS Statutory Framework 2021*

### During Key Stage 1 at St Monica's School

Pupils will learn how to look for similarities and differences between life today and in the past and use common words associated with the passing of time. They will study the lives and lifestyles of familiar people in the recent past and learn about famous people and events in the more distant past, including those from British history. They will talk and write about things that happened and why people acted as they did. Pupils will find out about the past using different sources of information and representations. Towards the end of the key stage, pupils begin our chronologically mapped curriculum starting with the Stone Age and Neolithic periods.

### During Key Stage 2 at St Monica's School

Our KS2 curriculum is carefully mapped so that knowledge develops chronologically up to Y6. Pupils in lower KS2 will find out about people and ways of life from ancient times and civilisations. They will develop a sense of the ancient world and the achievements across the globe, making comparisons where relevant. In upper KS2 they will learn about different aspects of British and local history. They will discuss how and why things happened or changed and the legacies we see in life today. Across the Key Stage, pupils will learn to appreciate the contribution different societies have made to the world. This is linked to their own identities and that of our diverse community. They will learn how to carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways. Pupils will develop and deepen their understanding of chronology and of important concepts that impact on our world today, such as civilisation, slavery, trade, empires, democracy, rulers and settlements as they go through the key stage.

### Planning:

- We follow the "Opening Worlds" curriculum written by Steve Mastin and Christine Counsell from summer term of Year 2 until Year 6. KS1 have their own medium The curriculum map shows the units to be covered each term
- There is a medium term plan for each unit of work
- Plans are annotated and adapted so that all pupils, regardless of attainment, are able to access the content.
- All children have the opportunity to deepen their knowledge and skills within lessons through well planned questions that make links between learning.

### Teaching:

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work.
- Opportunities to develop core literacy skills are exploited through historical research and reporting as well as the learning of new vocabulary
- A range of resources are used to enhance learning including handling objects, pictures, historical documents, watching videos and reading information texts.

<p><b>Marking and feedback</b></p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral feedback</li> <li>• Written feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning.</li> <li>• In KS2 children have a history lesson every week and have a history book to record work.</li> <li>• In KS1 children have three history units over a school year and work is recorded in a humanities book.</li> </ul>
<p><b>Assessment</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• AFL is used within each lesson to establish next steps for pupils.</li> <li>• Questioning takes place regularly to ensure content is being learnt</li> <li>• In KS2 where appropriate, synoptic tasks are completed at the end of each unit of work</li> </ul> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Teachers and NNEB's make observations regarding the pupils' development in this subject.</li> </ul>	<p><b>Resourcing and display</b></p> <ul style="list-style-type: none"> <li>• Displays are kept up to date and relevant to class themes where possible depending on classroom space. Key vocabulary is displayed for history where required.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teachers are encouraged to add any new resources and display materials that they have created to the server.</li> </ul>
<p><b>Monitoring:</b></p> <p>Monitoring is undertaken by the phase leader and SLT during the school year. This will include</p> <ul style="list-style-type: none"> <li>• learning walks during history lessons</li> <li>• scrutiny of history books</li> <li>• discussions with pupils about what they have learnt</li> </ul>	