

St John and St James History

Jesus said, 'I have come that you will have life, life in all its fullness.'



'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. 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

In Foundation Stage, History is taught through Understanding the World. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities.

Pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

During Key Stage 1

In Key Stage 1, pupils learn about t significant men and women from the recent and more distant past in British History. They will learn about the lives and lifestyles of historical figures and discuss how they have made an impact to society. Pupils will learn to discuss similarities and differences and use common words associated with the passing of time. They will also build up their chronological understanding by observing changes over times through toys and travel. By the end of KS1, children will begin the HEP curriculum through studying the Stone Age.

During Key Stage 2

In KS2, children will be following the HEP History curriculum, which is highly coherent and carefully sequenced. Throughout the curriculum, pupils will gain a multi-faceted understanding of **empires, conquest, oppression and power structures**. The History curriculum enables children to enrich their vocabulary through consolidating key terms throughout the units taught. This assists children to assimilate and retain material efficiently.

By the end of KS2, pupils will:
use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Planning

- The planning overview for History is found on the School Long Term Plan.
- The Medium Term plan shows the units that will be covered each week
- All planning is in line with the National Curriculum Objectives for History

Teaching

History is taught on a termly basis in KS1 and on a weekly basis in KS2. The history lessons are centred around core vocabulary and key concepts, which are explicitly taught and reviewed throughout the historical units. This ensures that children have secure knowledge that they will need to know more and remember more. Teachers will also provide effective questioning that will help children to recall the key terms during each lesson.

<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback 	<p>During lessons, pupils are provided with high level, deep learning activities and are encouraged to use a wide range of resources to enhance their historical skills during lessons such as objects, pictures, videos and information texts</p>
<p>Assessment</p> <p>Formative:</p> <p>AFL is used within each lesson to establish next steps for pupils through questioning.</p> <p>Regular quizzes are given to ensure pupils have retained the core information</p> <p>Summative:</p> <p>In KS2, Children are assessed at the end of the unit through a synoptic task.</p> <p>EYFS:</p> <p>Teachers and key workers make observations regarding the pupils' development in this subject.</p>	<p>Resourcing and Display</p> <p>The History Working Wall should have the key historical terms displayed throughout the unit that should be referred to regularly during lessons.</p> <p>Excursions and Incursions</p> <p>The History curriculum encourages trips to museums and exhibitions or in school workshops to enhance the learning taught in class.</p> <p>Other Events</p> <p>The Humanities Department leads assemblies and activities to celebrate or commemorate key events e.g. Black History Month, Holocaust Memorial Day.</p>
<p>Monitoring</p> <p>It is the responsibility of the Humanities Subject Leader and the Headteacher to monitor the standards of children's work and the quality of teaching in humanities. The Humanities Subject Co-Ordinator is also responsible for supporting colleagues in the teaching of humanities, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The humanities subject coordinator monitors the quality of teaching through learning walks, book looks and pupil voice/conferencing.</p>	