

# History at Kingsmoor



*A people without the knowledge of their past history, origin and culture is like a tree without roots.*

*– Marcus Garvey –*

## Intent

Our history curriculum aims to teach the children more than just simply learning about the past. We want our pupils to learn important lessons from the past and to become critical thinkers in the way we view history. Like a satnav, in order to know where we are heading, it is vital that we know where we have come from. At Kingsmoor Academy, we believe that learning from the past can help shape our future.

Our school closely follows the aims and objectives of the National Curriculum. Historical time periods have been mapped out across each Key Stage but the skills needed to succeed in history are covered in every year group. This 'spiral' curriculum allows skills, knowledge and understanding to be revisited, built upon and deepened as our children move up through the school. For example, whilst all of Key Stage Two learn about different historical time periods, every class will analyse sources of information, look at how our knowledge of the past is constructed and develop the appropriate use of key historical terms.

History at Kingsmoor Academy doesn't just happen in the confines of the classroom. Every class has an enrichment day once a year where they get 'hands on' with history. Dressing up from the period, handling artefacts and learning about the culture and customs of our predecessors allows history to 'come alive' for the day. We also learn about and celebrate key historical events in assemblies – Black History Month and Remembrance Day assemblies would be an example of this.

A lot of our history is also taught through cross-curricular learning. During our school's British Values Week, we look at the history of our political system and how the rule of law has developed over time. In our reading sessions we often focus on books which contain an element of history. For example, when Year Six learn about Ancient Greece, they also read myths and legends in their reading lessons.

We believe our history curriculum fosters a love of learning but it also aims to inspire children to think and act as historians throughout their time at Kingsmoor Academy.

## Implementation

The majority of our history takes place in the spring term but there are a number of other history topics taught in the summer term.

Teachers follow our school's own medium term plans where every history National Curriculum objective has been mapped out across each Key Stage. Skills are revisited in every year group so historical concepts such as change, cause, significance, similarities and differences etc. are studied in every class.

We have a focus on remembering previous historical knowledge making it easier to form links between different time periods. With this in mind, classes start each history topic looking at previously taught

## Impact

The impact of our history curriculum can be seen in many different ways. Children start each topic by completing a pre-topic assessment. We complete a quiz, a vocabulary list and a self-assessment on the substantive and disciplinary knowledge that we will cover during the topic. We then repeat the same tasks at the end of the topic. The difference between this pre and post task shows the impact that the topic has had on the children.

The biggest way we show impact is through talking to our young historians, the children themselves. We aim to complete pupil voice on a termly basis.

topics, its chronology and placing their new learning within a historical context.

## Assessment

- AFL is used within each lesson to establish next steps for pupils
- All National Curriculum aims and objectives have been mapped out across year groups and key stages.
- Start of topic and end of topic assessments are used to measure understanding and impact using Quizziz and Menti
- 'His and Her Story' books are used to measure retrieval of memory from previous lessons and topics

## Monitoring following the MERS cycle

Monitoring is undertaken by the subject leader and SLT during the school year. This will include:

- learning walks during history lessons
- scrutiny of history (KLP) books
- speaking with pupils and discussions about what they have learnt and enjoyed.

## Marking and Feedback

Work should be marked according to the school marking policy by:

- highlighting the LO to show that children have understood the learning from that lesson
- stamping the work to show whether it was independent work or whether they received additional support
- misconceptions are addressed through either verbal or written feedback

## EYFS

EYFS cover history in a range of Development Matters areas. EYFS provides a basic knowledge and interest of the past that is then built on in Key Stage One.

In Early Years, the school invites grandparents in to speak to the children as part of their topic 'My family and Me'. Grandparents are encouraged to discuss the changes in their lifetime compared to the changes of our children. Children look at the similarities and differences between modern day and a time in history. Children from EYFS also visit our school museum and look at artefacts from the past.

In Early Years, children learn about events from beyond living memory mainly through their RE topics. Children learn the origins of feast days such as Christmas and Easter as well other cultures and religious events such as Ramadan and Diwali.

EYFS also touch upon significant people who help us. For example, they look at nurses and make a link to people such as Florence Nightingale who is somebody Year 1 learn about.