History at Eversley

"The more you know about the past, the better prepared you are for the future."
Theodore Roosevelt.

History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development. Tim Jenner HMI, Ofsted 2021

At Eversley Primary School we promote positive attitudes and enthusiasm for History by firing pupil's curiosity about the past in Britain and the wider world. We ensure children understand how the past influences the present and what past societies were like. Our aim is for all children to leave Eversley Primary School with a range of knowledge, skills and abilities, using historical terms to explain about the past and making comparisons to the present day

During EYFS at Eversley

The early learning goals at EYFS are very much focused on the memories of the child.

When learning about people and communities it may be that they are asked to remember a special event or routine or custom for their family. They may talk about differences between different family members or different generations.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

During Key Stage 1 at Eversley

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.

Each unit of work has planned 'Enquiry Questions', which sequences lessons within a unit of work.

Each year group will also undertake a local history study whereby children will be given an opportunity to explore the rich and diverse history on our doorstep.

During Key Stage 2 at Eversley

In this key stage, pupils commence with our chronologically mapped curriculum starting with the Stone Age and Neolithic periods. 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 and discuss how and why things happened or changed and the legacies we see in life today.

Each unit of work has planned 'Enquiry Questions', which sequences lessons within a unit of work.

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 settlement as they go through the key stage.

Planning

• The school's curriculum maps show 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 (including the enquiry questions used throughout the units of work) that make links between learning.

Marking and feedback

Work should be marked according to the school marking policy by using:
• Peer- and self-assessment
• Oral feedback
• Written feedback

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 subject specific vocabulary.
• A range of resources are used to enhance learning including; handling objects, pictures, historical documents, watching videos and reading information texts.
• Relevant subject specific vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning.
• Children have a history book to record work.
• History lessons are to be taught in alternation with Geography over a term.

Assessment

Formative:

• AFL is used within each lesson to establish next steps for pupils.
• Mini 'quizzes' take place regularly to ensure content is being learnt.

EYFS:

• Teachers and key workers make observations regarding the pupils' development in this subject.

Resourcing and display

• Resources are centrally stored in study boxes, in addition reference books can be found in the school library.
• Teachers are encouraged to add any new resources and display materials that they have created to the study boxes.
• Resources include; artefacts, posters, teaching handbooks, and photographs.
• Class displays are kept up to date and relevant to class studies, displaying subject specific vocabulary and concepts that are being taught in History.

Monitoring

Monitoring is undertaken by the subject leader and SLT during the school year.

This will include:
• learning walks during History lessons.
• scrutiny of History books.
• conferencing with pupils and discussions about their learning.