



History- The St. John's Approach

History at St. John's promotes a love of learning where children are hungry to discover more about the past and how they can use it to make a positive difference in the future



Vision

Through discovery and challenge, our history curriculum will captivate and excite children. It will provide them with a secure knowledge and understanding of the past as well as the opportunity to consider the impact that events, actions and people have had on their current identity and life moving forward. Our curriculum will be threaded together with engaging and progressive learning journeys, which will provide children with an abundance of secure knowledge, vocabulary and historical skills.

Child-led enquiry will be a big part of the St. John's approach. Before their new topics start, children will be given an opportunity to begin to find out about their new area of history learning. After some initial research, they will share what they would like to learn about and this will be taken into account when shaping the topic's learning journey. Ownership of their History learning, alongside a range of enrichment opportunities, will give children the 'drive' to seek answers to any questions they have about the past. It will also raise self-motivation and enable them to be self-regulated learners. Children will draw on all of our school values to shine in History, flourishing not just within our school, but throughout their future learning.

Rationale- Why we do what we do...

The views of our stakeholders (children, staff, governors and parents) have been at the root of all decision making.

*All of the school's stakeholders were consulted in April 2019.

*From this, it was evident that teaching St. John's children about U.K. History was highly valued, in particular, key historical and significant people in and around the Allesley Park and the wider Coventry area

*All stakeholders valued the immersive 'Topic' learning and enrichment opportunities- trips, visitors and 'wow' moments incorporating a range of subjects

As a result of our stakeholders' views...

1. In May 2019, we created a curriculum vision which is inclusive of all subjects.
2. From the curriculum vision, we created our vision for the teaching and learning of History.
3. We created a knowledge, skills and vocabulary routeway for History from Reception to Year 6, underpinned by the National Curriculum. Our History curriculum is designed progressively with historical links to Coventry throughout.

How is History taught?

Timings and Timetabling

In Reception, History is taught as part of the 'past and present' aspect of 'Understanding the World'. It is taught through whole class, small group and 1:1 learning with a mixture of adult-led learning and some child-initiated learning with sustained shared thinking. Across the rest of the school, History is taught as part of our Topic curriculum alongside Art, Geography and Design and Technology. This is a deliberate decision in response to the Stakeholder views as well as the high priority we place on deepening knowledge. In order for children to be excited and inspired, it is important they are fully immersed in the learning and can make links to other knowledge acquired- within History and across the curriculum, rather than seeing learning in isolation. Within each year group, the timetabling of History is flexible, depending on the topic learning journey. However, the timings average to approximately 1 hour per week. This ensures breadth and depth of knowledge and secure knowledge retention and skills progression.

History- An Overview

Our History curriculum has been carefully mapped out to ensure that children acquire the right knowledge at the right time. Starting with the history of themselves, family and school, it then moves on to History of the local area, the U.K and then the world.

Reception and Key Stage 1

In Reception, History is taught as part of the 'Past and Present' aspect of 'Understanding the world'. As part of the morning routine, children are encouraged to talk about past and present events in their own lives and in the lives of family members. They are also facilitated to do this through the continuous provision and enhancements to the environment. As children move to Yr 1, they begin by looking at themselves, the history of their families, the history of St. John's and the history of their local area of Allesley Park. They then 'zoom out' to look at an important event in history in the U.K and then 'zoom' out even further to look at famous historical explorers who travelled the world. When the children get to Yr 2, they focus back on significant historical people from Coventry and the impact of their actions. During the rest of Yr 2, they look at more significant individuals from across the UK and finally, consider changes in the U.K in living memory.

Key Stage 2

In KS2, the children begin to learn about the key periods of time in a logical, chronological and progressive way, from 'The Stone Age to Iron Age Britain' in Year 3 to 'the impact of WW2 on Coventry' in Year 6. Where possible, links have been consciously made to significant individuals and events from the past in Coventry, enabling children to understand the heritage of the city in which they live and why. This is an important part of our curriculum.

On the reverse side of this document, you will find a table of our History Curriculum map. Look at the History routeway document for more detail on knowledge, skills and vocabulary progression.

The History Learning Journey

Each topic begins with child-led enquiry; these sessions encourage children to self-evaluate their current knowledge and give children the 'hunger' to discover more, linking to our school value of Drive. Teachers use the children's interests to adapt the topic learning journey. Within the learning journeys, children are given opportunities to develop a chronologically secure knowledge, making links within and across the periods they study. Regular progress pitstops give children the opportunity to reflect on the knowledge they have learnt- from recent lessons and further back.

Lessons also provide children with opportunities to develop key historical skills. These include:

- making connections and contrasts
- answering and asking historically valid questions and using historical terms
- researching, selecting, using and evaluating a variety of sources.

Each lesson has time built in for children to reflect on the knowledge and skills acquired during each session. The topic learning journey ends with them completing a knowledge harvest; an opportunity for children to reflect on the knowledge they have acquired during each topic and celebrate progress.

History Curriculum Map– National Curriculum Mapping and links to Coventry

| Year | Autumn | Spring | Summer |
|-----------|--|---|---|
| Reception | Past and Present – See EYFS progression and milestone documents (Coventry) | Past and Present – See EYFS progression and milestone documents (Coventry) | Past and Present –See EYFS progression and milestone documents (Coventry) |
| Year 1 | Changes in living memory – Focus on Family, St. Johns, Allesley Park, Coventry | Events and people beyond living memory – The Great Fire of London and Samuel Pepys | The lives of significant individuals in the past – Christopher Columbus and James Cook |
| Year 2 | Significant historical events, people and places in Coventry – Car, Bike and Jet Engine inventions with a focus on James Starley and Frank Whittle | The lives of significant individuals in the past – David Attenborough, Prince William and Chris Packham | Changes within living memory – Seaside holidays with a focus on entertainment |
| Year 3 | Changes in Britain from the Stone Age to the Iron Age | A non-European society that provides contrasts with British history – A focus on Mayans c.AD900 | The achievements of the earliest civilisations – An in depth study of the Ancient Egyptians |
| Year 4 | | A study of an aspect of theme in British History that extends pupil’s chronological knowledge beyond 1066 – a focus on trade and money | The Roman Empire and its impact on Britain |
| Year 5 | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Link to Coventry : How the Saxon village of Coventry grew) | Ancient Greece – A study of Greek life and achievements and their influence on the western world. | |
| Year 6 | | A local history study – The Coventry Blitz | A study of an aspect of theme in British History that extends pupil’s chronological knowledge beyond 1066 – a focus on the history of theatre and entertainment. |

Enrichment

Enrichment opportunities within and across all areas of the curriculum are important to the stakeholders at our school. Our research shows that although lots of children have been exposed to visits, the quality of these visits vary. Therefore our enrichment opportunities for History provide a clear purpose with plenty of opportunities for extension and challenge. They are relevant, age appropriate and inclusive to all. Please see below the ‘History’ Enrichment Overview:

| Year | Enrichment | Term | Topic |
|-----------|---|-------------|---------------------------------|
| Reception | History (Understanding the World– Past and Present) Parental Engagement: Come and Share (learning so far) Purpose: To remember and talks about significant events in their own experience | Autumn Term | Twinkle, twinkle, we are stars! |
| Year 1 | Visit: Walk around the local area– Allesley Park Purpose: To identify changes in the local area within living memory Parental Engagement: Come and Share Purpose: To know about own family and how they have changed and developed over time Parental Engagement: Time to Shine Purpose: To know and understand the meaning behind the school’s logo, with a focus on John the Baptist | Autumn Term | Coventry, St. John’s and Me! |
| | Parental Engagement: Come and Share Purpose: To explore events beyond living memory and know how the Great Fire of London began and how it spread Parental Engagement: Time to Shine (Exhibition) Purpose: To celebrate a range of learning from across the curriculum | Spring Term | Time Travel |
| | Visit: Coventry Transport Museum (travel by bus) Purpose: To find out about the role significant individuals from Coventry had on the invention of cars and bicycles | Autumn Term | Zoom! Soar! Whizz! |
| Year 2 | Parental Engagement: Time to Shine (Documentary- Cinema Premiere) Purpose: To share the lives of a significant individual (David Attenborough) | Spring Term | Saving the World |
| | Visit: Compton Verney Purpose: To explore British daily life in the Stone Age and find out how it is different to life today | Autumn Term | Set in Stone! |
| Year 3 | Parental Engagement: Come and Share Purpose: To find out facts about the Ancient Egyptians and create a large- scale information page as a small group with parents | Summer Term | Egyptian Discovery |
| | Visit: Wroxeter Roman City- Ancient Roman City experience Purpose: To explore daily life in Roman times in Britain and understand why the Roman army was so successful Parental Engagement: Come and Share Purpose: To investigate successful Roman battle strategies | Summer Term | Under Attack! |
| Year 5 | Visitor: Viking Warrior Purpose: To explore British daily life in the Viking period and find out how it is different to life today | Autumn Term | Back to the dark ages... |
| | Parental Engagement: Time to Shine (Mental Health Awareness Week Assembly and Worship) Purpose: To understand how the Ancient Greeks have influenced mental and physical health today | Spring Term | On your marks, get set, go! |
| Year 6 | Visit: Coventry Cathedral (travel by bus) Purpose: To explore the impact World War II had on the city of Coventry Visitor: Family member/ Local resident who was in Coventry during World War II Purpose: To explore the impact World War II had on the people of Coventry Parental Engagement: Come and Share Purpose: To know the roles of significant individuals from World War II Parental Engagement: Time to Shine (WW2 Street Party and Celebration with elderly residents from the local area) Purpose: To know how the war effected daily life in Coventry and how it changed from before to after | Spring Term | Operation: Moonlight Sonata |
| | Parental Engagement: Time to Shine (End of Year 6 Production) Purpose: To celebrate learning in their ‘end of St John’s’ production | Summer Term | I will shine! |

Assessing Outcomes in History

Assessing outcomes in History is rigorous and focused. Teachers regularly review learning and knowledge within and after lessons and adapt their teaching as a result.

In Reception, all children have a personalised 'Learning Journey' book which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

On entry to Year 1, children discover and learn more about History. All acquired knowledge and application of skills linked to History is recorded in topic books along with a copy of the final History outcomes. Teachers use the outcomes in topic books to assess ongoing attainment and progress.

Progress in skills and knowledge acquired over time is assessed by the teacher, in collaboration with the History Subject Leader. They do this by comparing the initial knowledge 'Drive' document, which is completed by the children independently, with their 'Vocabulary Glossary', 'Progress Pitstops', end of topic 'Knowledge Harvests' and 'Knowledge Quizzes'.

The History subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, book monitoring and matching actual outcomes to intended outcomes as identified in the History 'National Curriculum– Knowledge, Skills and Vocabulary Routeway' document. From this monitoring, key actions are given to the teacher and are re-visited frequently.

The History Subject Leader then has a formal meeting with senior leaders to discuss outcomes and next steps. The Curriculum Senior Leaders use the information given to them to hold 'Curriculum Progress Meetings' each half term. These are in addition to the Maths and English Progress Meetings. These meetings identify and celebrate pupil progress and set agreed targets for narrowing any gaps in knowledge and skills.