



GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community and make it a place they are proud to call home.**

History Implementation

Contents

1. Curriculum and Progression
2. Lesson Structure
3. Practice and Retrieval
4. Assessment
5. Supporting pupils with SEND
6. History in EYFS
7. Supporting classroom teachers
8. Additional Information

1. Curriculum and Progression

Our History Curriculum is a progression model. Currently in KS1 we follow the Twinkl PlanIt scheme which teachers are trained. The scheme that we use in KS2 is 'Opening Worlds'. It is structured not only so as to provide a broad, rich, scholarly array of coherent content; that content is arranged to ensure that pupils move through it with growing security and confidence. Teachers are trained to use the schemes as a foundation for delivering quality History lessons. There are also 10 teaching principles that teachers used when delivering the lessons. However, the expectation is that these are then adapted and suited to the needs of their individual pupils.

It is systematic about teasing out the stories, vocabulary and ideas which need to abide in memory and it makes sure that they do abide in memory, not merely by random quizzing and retrieval practice but by revisiting them re-using them and practising them, in natural narrative contexts. Thus they arrive at new material, and can 'progress' into this new knowledge because they know particular earlier stories which make it make sense, because they already recognise essential vocabulary that they will need and because all this security has freed up memory space to learn the new material and vocabulary too.

Progress occurs through:

- The build-up of secure chronology and historically connected narratives.
- Controlled recurrence and expansion of vocabulary
- Themes which create a stable frame of reference
- Reading increasingly rich and complex text with differing historical purposes
- Ever-broadening lenses and ever-deepening complexity

Earlier stories and descriptions of places at particular times allow pupils in later units to:

- know what happened in those settings
- understand references to people, places, events and developments that have a bearing on the later people, places, events and developments.

For example:

<i>Pupils can swiftly access ...</i>	The geographical territory conquered by Alexander the Great in Alexander the Great (Y3 Summer 2)	The motivations and concerns of the Arab rulers of al-Andalus in Cordoba: city of light (Y4 Summer 1)
<i>... because of earlier content in:</i>	Cradles of Civilisation (Y3 Spring 2), especially... the Euphrates and Tigris rivers, the fertile land around them, the relationship between farming settlements and early cities, including emergence of law, government and art	Islam in Arabia (Y4 Summer 1) especially ... how Islam spread; the military and cultural contexts of nomadic and city life in Arabia, the distinctive religious beliefs and practices of the first Arab Muslims

The History curriculum is led and overseen by the History lead. The History lead will ensure a regular programme of monitoring and evaluation, and the celebration of good practice informs our commitment to improving teaching and learning at St. John's and St. Peter's.

At St. John's and St. Peter's C of E Academy, the Early Years is the first opportunity to introduce pupils to vocabulary associated with History. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world, which has changed over

time. Pupils are introduced to vocabulary associated with history as they explore the passing of time in their own lives and learn about significant events in the past, e.g. Remembrance- this is the first step of becoming a historian.

In KS1 and KS2 learning will start by revisiting prior knowledge. This will be scaffolded to support pupils to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

2. Lesson Structure

History lessons begin with a **Do Now** activity. These short burst recaps help children to recall prior learning, and make connections with the required substantive knowledge for that lesson. The **Learning Objective** and **New Vocabulary** are introduced with the children.

Next, the adult will use high quality instruction and modelling to teach the lesson's new learning. Walkthrus teaching strategies, such as **Live Modelling, Modelling Handover (I do, We do, You do)** or **Worked Examples and Backwards Fading** allow pupils opportunity to tackle misconceptions and practice the skills necessary to achieve the learning objective. At a key moment in the lesson, new vocabulary is practiced and repeated throughout the lesson. Teachers will use a **Check for Understanding** to quickly decide whether pupils are ready to move on. This could be a **Hinge Question, Show Me Boards, Cold Calling** or other related Walkthrus strategies.

Finally, children are given a chance to apply their learning in an **Independent or Group Activity**. The teacher will use this to assess whether the pupils are ready to move onto the part in the sequence of learning.


When appropriate, the teacher will finish the lesson by recapping the learning and addressing any misconceptions that have arisen. This could be in the form of **Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions**.

There are also the 10 teaching principles which are high leverage techniques that are used throughout the lesson.

Feature	Function
Do Now	To recall prior learning related to the module, to help the children know and remember more and make connections within their learning.
Introduce the new learning and new vocabulary	To ensure all children are aware of the content of the lesson and an opportunity to discuss and learn new vocabulary that they are not familiar with.
High quality instruction and modelling	The class teacher will model substantive knowledge (and model the skills necessary for disciplinary knowledge) to achieve the sequenced learning objective for that lesson. The steps for learning will be explicitly taught through the teaching of success criteria.
Check for understanding.	The children are asked questions, this is used as an 'Assessment for Learning' opportunity by the teacher to assess if the children are ready to move on.

Independent application	The children will complete an independent task to show that they can independently apply the skills necessary to achieve the learning objective.
Plenary	Assessment questions (linked to the learning objective) is completed as a whole class at the end of every lesson. These questions are cumulative, allowing for continual retrieval of prior knowledge.

10 teaching principles

1. Pre teach key vocabulary 	2. Storytelling 	3. Quality teacher talk 	4. Choral response  (MTYT/TTYP)	5. Don't ask 1 ask 5 
6. Secure fluency  (flucency = accurate + speed)	7. Core knowledge 	8. Secure pace 	9. Avoid guessing game 	10. Assessment  Check through quizzing and retrieval

3. Practice and Retrieval

The use of Medium-Term Plans and the big question support teachers in sequencing learning and are actively used by the children as an aide-memoire during lessons and are also available on our website. Additionally, every lesson starts with a Do Now to activate prior learning and help the children remember things that they have learnt before. We also complete frequent low stake curriculum quizzes which effectively review learning and helps to ascertain whether pupils are confident and accurate in what they have learnt and ultimately that they have retained the knowledge. The aim is to ensure that lessons will develop long-term memory by allowing for repetition of learning within the year and across the years.

4. Assessment

Assessment is an integral part of teaching, as it determines whether the goals of education are being met. However, we recognise that assessment goes far beyond tracking spreadsheets and termly knowledge tests. At its core, assessment should lead children to learn more effectively.

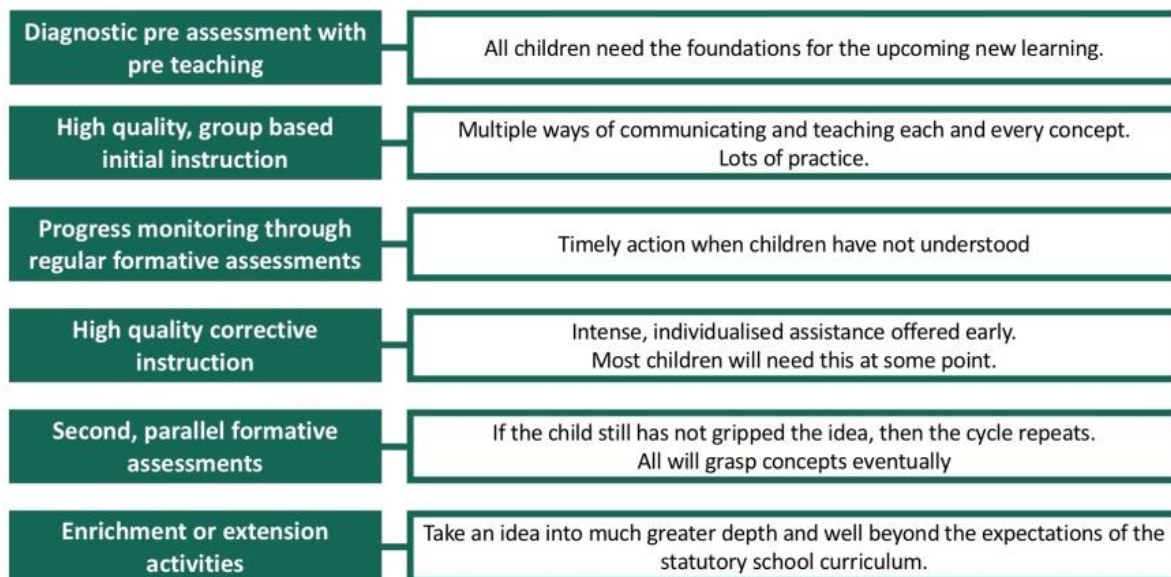
Assessment is ongoing and part of the 10 principles. There is a big question of every unit. Throughout each lesson there is a consistent approach through quizzing and retrieval questions. Vocabulary is embedded and reinforced.

Assessments serve the students by letting them know what errors they made and how they could correct those errors. It also helps students to reinforce the content better in the event they don't

remember it very well. Assessments also helps teachers better understand what worked and what didn't in their classes.

Assessment at St John's and St Peter's CE Academy is guided by two key pieces of research: McCourt's (2019) '**Mastery Model of Education,**' and Fletcher-Wood's (2018) model of '**Responsive Teaching.**'

Mastery model of education



McCourt (2019)

Fletcher-Wood (2018) outlines a model of '**Responsive Teaching**' with three clear principles:

1. **Setting clear goals and planning learning carefully.**
2. **Identifying what children have understood and mis-understood.**
3. **Responding and adapting teaching to support children to improve.**

Our assessment process is designed to align with these three principles and give teachers the opportunity to respond and adapt teaching to support children to improve.

Before the Unit begins

High Quality Planning

Long-term and Medium-term planning provided by the Subject Lead ensures that lessons are designed to build on prior learning.

Knowledge Organisers

Providing students with accessible guidance about knowledge that they can study on their own; a secure scheme to aid recall. KOs are shared with parents on Class Dojo.

During each lesson

Do Now

Each lesson begins with a low-stakes, low threat recap that help children to recall prior learning and make connections with the required substantive knowledge for that lesson.

Feedback

Teachers finish the lesson with a recap of learning and addressing misconceptions that have arisen. This could be Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions.

Check for Understanding

After the learning input, adults will use key strategies such as Hinge Questions, Show Me Boards or Cold Calling to check for understanding. This allows teachers to assess whether the majority of pupils are ready to move to the Independent Activity.

During or at the end of the Unit

Unit Check-Ins

Low stakes, low threat check-ins designed to assess the progress of the pupils mid-way through the unit. This could be in the form of questioning, quizzing, or other formative assessment methods.

Quizzing

A simple routine knowledge quiz that checks students have learned the material that you want them to know. These could take place during a unit, or at the end. Quizzing provides information to student and teacher about where gaps exist.

Double-Page Spreads

An open response task for pupils to showcase what they have learned. The precise form of this response is not critical, but it may include pictures and labels, key vocabulary, descriptions, or verbal presentations.

“End Product” Evaluations

This could be a performance in music or a purposeful “product” in D&T. Students and teachers can reflect on the process of creating these end products and evaluate whether they have been successful.

Teachers have autonomy to choose the most appropriate form of assessment to use during, or at the end of the unit. Although some assessment strategies lend themselves to different subjects, there is no requirement to perform a specific one at a specific time.

5. Supporting pupils with SEND

At St John's and St Peter's CE Academy, we aim for all History lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in the classroom, while others may require pre-teaching of specific vocabulary or concepts. Teachers are encouraged to use word banks and sentence stems to aid with writing, and may also use additional programmes such as InPrint to dual-code resources for the children. Knowledge organisers are also used to aid understanding and recall.

As part of termly Pupil Progress meetings, the Lead Practitioner and SENDCo meet with the class teacher to identify any barriers to learning that may be hindering progress, liaising with the Pastoral Care Manager to build up a holistic view of all pupils. Staff are confident to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

6. History in EYFS

At St John's and St Peter's we have one curriculum. However, the end points for EYFS and Years 1 – 6 come from different places. For each subject we have broken down end points into component parts to create one cumulative journey from Nursery to the end of Year 6. The school has created and adopted bridging documentation to manage the difference in expectations of early learning goals and knowledge needed to successfully integrate into the National Curriculum.

The areas of the EYFS curriculum which link directly to history are:

1. Understanding the world
2. Communication and language

Each EYFS medium term plan has a subject overview document that allows curriculum leaders to monitor the activities that link directly to each curriculum areas.

Examples of history learning in Nursery and Reception include:

- Developing an understanding of growth, decay and changes over time
- Retell a simple past event in the correct order.
- Able to use past form accurately when talking about events that have happened.

7. Supporting classroom teachers

The lead provides both medium and long-term planning for class teachers to refer to and utilise when planning their lessons. We have subscribed to Opening Worlds scheme of work which provides teachers with all of the necessary resources and planning to deliver excellent lessons. The lead is also on hand to offer any support and guidance to the teaching staff. Staff receive regular quality first teaching coaching from senior leaders and subject leads to support with the implementation of all areas of the curriculum. All staff have received training from the subject lead on teaching chronology and the use of resources and historical enquiry. There are also trip suggestions to enhance the children's learning and understanding of a given unit.

8. Additional Information

Black History Month

As a school we have held an exhibition. Pupils were encouraged to research, plan, prepare and present their boards. Pupils work collaboratively; making it fun and engaging for all pupils. This enables the whole school to take part and interact with one another.

Trips and visiting experts are used where possible to enhance the learning experience for the children. Children will be able to develop their understanding in a way that is not always possible in the classroom. Seeing sites and objects first hand allows children to truly think about the past and understand the reality of the situation.

Staff are given support when planning trips, including a suggestions list that links to the units they will teach:

Year 1

Birmingham Museum, Stratford narrow gauge railway and transport museum, guest speakers, Birmingham museum and art gallery

Year 2

Winchesters military museums, Tudor world in Shakespeare's Stratford upon Avon, Warwick castle, Kenilworth castle, Selly Manor museum Birmingham, Portals to the past school history workshops

Year 3

Jorvik Viking museum, Warwick castle Lulligstone Roman villa, Imperial war museum, Portals to the past school history workshops, Warwick castle, Kenilworth castle, Selly Manor museum Birmingham

Year 4

National justice museum, prison trips- Shrewsbury prison, The Matthew of Bristol, Birmingham museum and art gallery

Year 5

Peak district mining museum and temple mine east midlands, Conway centres Burwardsley, National History museum

Year 6

English heritage Yorkshire, Leicester outdoor pursuit centre, Reading museum - Windrush, Cadbury World